DOCUMENT RESUME

ED 122 056 CE 006 913

AUTHOR	Reaser, Joel M.; And Others
TITLE	The Development and Testing of Parent Involvement in Driver Education.
INSTITUTION	Human Resources Research Organization, Alexandria, Va.
SPONS AGENCY	National Highway Traffic Safety Administration (DOT), Washington, D. C.
REPORT NO	HumRRO-TR-75-22
PUB DATE	Oct 75
NOTE	259p.; Appendixes D and E may not reproduce well in microfiche due to small broken type
AVAILABLE FROM	National Technical Information Service, Springfield, Virginia 22151 (No price given)
EDRS PRICE	MF-$0.83 HC-$14.05 Plus Postage
DESCRIPTORS	Comparative Analysis; Curriculum Development; *Driver Education; *Instructional Materials; *Parent Participation; *Pilot Projects; Program Descriptions; *Program Development; Program Evaluation; Secondary Education; State Legislation

ABSTRACT

A driver education program which integrated professional in-class instruction with parent-supervised on-road driving practice is described. Major sections deal with instructional materials development and pilot testing. The program was planned in two levels: MP (model program, with full parental participation including meetings with instructors) and MO (materials only program). Due to limited response from parents in an inner city school, the MP was implemented only in an affluent suburban school. The MO program was implemented in the suburban school and in both an inner city and a middle class urban school. Two problems in the study were: low percentage of parents willing to participate and no statistical results showing differences in knowledge or performance for students whose parents did participate. Both programs found the instructional materials useful and easy to understand. A comparison of MP, MO, and control subjects on tests of driving knowledge and on-road performance was planned but inadequate samples precluded meaningful analysis of the data. Appended material (199 pages) includes: summaries of other similar programs, a review of State regulations and statutes, parent handbook, instructional cards, implementation guide for instructors, and the driving knowledge test. There is also a 15-item reference list. (Author/MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

APR 29 1976

Technical Report 75-22

HumRRO-TR-75-22

HumRRO

ED122056

The Development and Testing of Parent Involvement in Driver Education

CE

Joel M. Reaser, Robin S. McBride, Theodore Rosen, and
Myron Rimm

HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street • Alexandria, Virginia 22314

Document is available to the public through the
National Technical Information Service,
Springfield, Virginia 22151

October 1975

CE006918

Prepared for

Department of Transportation
National Highway Traffic Safety Administration
Washington, D.C. 20591

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared for the Department of Transportation, National Highway Traffic Safety Administration, under Contract No. DOT-HS-4-00993. The opinions, findings, and conclusions expressed in this publication are those of the authors and not necessarily those of the National Highway Traffic Safety Administration.

Published
October 1975
by
HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street
Alexandria, Virginia 22314

TECHNICAL REPORT STANDARD TITLE PAGE

1. Report No. HumRRO-TR-75-22	2. Government Accession No.	3. Recipient's Catalog No.

4. Title and Subtitle THE DEVELOPMENT AND TESTING OF PARENT INVOLVEMENT IN DRIVER EDUCATION	5. Report Date October 1975
	6. Performing Organization Code
7. Author(s) Joel M. Reaser, Robin S. McBride, Theodore Rosen, and Myron Rimm	8. Performing Organization Report No. TR 75-22
9. Performing Organization Name and Address Human Resources Research Organization (HumRRO) 300 North Washington Street Alexandria, Virginia 22314	10. Work Unit No.
	11. Contract or Grant No. DOT-HS-4-00993
12. Sponsoring Agency Name and Address Department of Transportation National Highway Traffic Safety Administration Washington, D.C. 20591	13. Type of Report and Period Covered Technical Report
	14. Sponsoring Agency Code

15. Supplementary Notes

Research performed by HumRRO Eastern Division, Alexandria, Virginia.

16. Abstract

A driver education program (PAIRED Program) which integrated professional in-class instruction with parent-supervised on-road driving practice was developed in this project. Instructional materials (Parent Handbook, Implementation Guide for Instructors, and Instructional Cards) were developed to supply the necessary tools of instruction. The program was introduced in a pilot test in three schools--an affluent suburban school, a middle-class urban school, and an inner-city urban school. The program was planned in two levels--model program (MP) (full parent participation including meetings with driver education instructors) and materials-only (MO) program. Due to the limited response on the part of parents in the urban schools, the MP was implemented only in the suburban school. The MO program was implemented in the suburban school and the urban schools. The primary difficulty was gaining the initial cooperation and participation of the parents. The response of the suburban school parents who did participate was enthusiastic and positive. In both MP and MO programs, instructors and parents regarded the instructional materials as very useful and easy to understand.

17. Key Words driver education instructional materials on-road driver performance parent participation PAIRED Program	18. Distribution Statement Document is available to the public through the National Technical Information Service, Springfield, Virginia 22151.

19. Security Classif. (of this report) Unclassified	20. Security Classif. (of this page) Unclassified	21. No. of Pages 254	22. Price

PREFACE

The objective of the study described in this report was to design, develop, and pilot test a driver education program which involves the parents in the training process. To meet this objective, a course was developed which augments secondary school driver education programs. The new material enables the parent to provide a structured program of on-road practice sessions to the driver education student.

The new course materials were based on several previous driver education projects developed by the Human Resources Research Organization for the National Highway Traffic Safety Administration, U.S. Department of Transportation especially the work described in *Safe Performance Curriculum for Secondary School Driver Education: Program Development, Implementation and Technical Findings*, (HumRRO-TR-74-23) performed under Contract DOT-HS-003-2-427.

The work described here was performed by HumRRO's Eastern Division, Alexandria, Virginia, Dr. J. Daniel Lyons, Director. The project was sponsored by the National Highway Traffic Safety Administration under Contract No. DOT-HS-4-00993. Herbert R. Miller was the technical monitor.

Meredith P. Crawford
President
Human Resources Research Organization

ACKNOWLEDGMENTS

Appreciation is extended to all who contributed to this project. Special thanks is given to the driver education instructors at the participating schools, especially Mr. William R. Scott and Mr. Thomas Perry at Robinson Secondary School, Fairfax County, Virginia.

During the course of the project several researchers acted in key roles. Mr. Robin McBride served as Principal Investigator for the first half of the project. Dr. Joel M. Reaser assumed that role for the pilot test and evaluation phase. They were substantially assisted at various stages by Ms. Mary C. Riley and Mr. John D. Harris.

Appreciation is also extended to Mr. Herbert R. Miller who served as NHTSA Contract Technical Monitor.

Recognition is also given to several consultants who contributed substantively to the materials developed for the course and to the evaluation of the program. They were Dr. Kenard McPherson, Mr. Owen Crabb, and Mr. Robert Lazarowitz.

SUMMARY

BACKGROUND

One of the primary shortcomings of driver education programs in public schools is the lack of time and resources to provide adequate on-road training of student drivers. Especially in the current period of budget cutbacks, the necessary driving instructors, automobiles, and fuel for vehicles are simply insufficient to provide driver education students with anything more than a few hours of on-road driving instruction.

One possible solution to this problem is to have students make use of the family car under the tutelage of a parent. However, this practice presents several problems—the biggest problem being the dubious quality of that training. Instructors have traditionally felt that parents simply perpetuated outmoded driving attitudes and practices by teaching them to their children. Therefore, the task of the professional instructor was compounded by having to teach correct procedures while trying to discourage poor ones already learned from parents.

OBJECTIVE AND APPROACH

In this study, the objective was to find a way in which parents could be used to provide on-road practice for student drivers. The problem was to supply the parents with the necessary tools to provide instruction that was (a) well structured and aimed at having the student achieve adequate performance in specific driving skills, (b) integrated with the instruction received from professional instructors in class and on the road as part of their school curriculum, and (c) in accordance with current approved driving practices. The product was the PAIRED Program (a program for Parent Augmentation of Instructor Road-driving EDucation).

The first phase of the project involved the design of the program and development of materials for instructors and parents. The second phase involved a pilot test of the program at three high schools in the Washington D.C. area. The three schools varied widely in terms of the socioeconomic status of the families from which the students came. A suburban school had students from high income families, an urban school was attended primarily by students from middle class backgrounds, and another urban school in a densely populated area of the city was attended by students from low income families—99% of whom were Black Americans.

The PAIRED Program was planned in three levels. The Model Program (MP), which included full parent participation (a) in monthly meetings with the schools' driver education instructors and (b) in providing on-road practice using the PAIRED materials, was implemented only at the suburban school due to the limited response on the part of parents at the urban schools. The Materials-Only (MO) Program, which involved parent participation only in providing on-road driving practice, was implemented only at the suburban and one urban school. The MP and MO programs were introduced, but not implemented, at the inner-city school. A control group, which involved a no-parent program, was used in each school.

PROGRAM PILOT TEST FINDINGS

The greatest problem was the relatively low overall percentage of parents who were willing to participate in the program. The acceptance of the program was highly dependent on the socioeconomic background of the schools. The affluent suburban school provided the highest level of participation of parents and was the only school at which the full model program could be pilot tested. A middle-status school also provided support for the program, but so few parents were willing to participate in any meetings with the school driver education staff that only the Materials Only program could be implemented. They were willing to review the materials and to make some use of them in providing on-road practice for their children. The inner-city school had fewer than a half-dozen parents willing or able to participate at any level.

The response of the parents who did participate was enthusiastic and very positive. Most of the MP parents attended at least two of the three monthly evening meetings with the school driver education instructor. They were highly supportive of the program and the materials designed for their use.

In both the MP and MO programs, comments by instructors and parents regarding the instructional materials were very commendatory. Parents in the model program felt that the materials provided the device to minimize normal parent-teenager communication problems, allowing the parent to function effectively as a trainer. The primary shortcoming regarding the materials was simply the insufficient time (three months) to cover all the on-road maneuvers, particularly the more advanced procedures (e.g., freeway entry, exit and passing). It may be that use of the materials should be extended over a longer time period (e.g., six months).

For several reasons the PAIRED Program cannot totally replace on-road drivang experience with a professional instructor. Not all parents are willing or able to participate and few people are willing or able to substitute for them. Community service organizations which would like to cooperate do not have the resources to participate in the program. Finally, few parents feel qualified to perform advanced car handling maneuvers without further training for themselves.

CONCLUSIONS

This study did not provide conclusive results regarding the viability and effectiveness of parent participation driver education programs. Although parents and students who did participate were enthusiastic about the program and the materials designed for the program, there were two problems in this study: low percentage of parents willing to participate and no statistical results showing differences in knowledge or performance for students whose parents did participate.

Despite these disappointing results, the feedback from the parents who participated in the Model Program cannot be disregarded. There is still reason to believe that the PAIRED Program may be a cost-effective and performance-effective program if parent recruiting and other implementation problems are better handled.

CONTENTS

Chapter Page

1 **Introduction** 9
    Objective of the Study 9
    The Need for the PAIRED Program 9
    Background of the Project 10

2 **Development of the PAIRED Program** 13
    Groundwork 13
        Review of the Literature 13
        Survey of State Driver Education Programs 19
        Survey of Community Service Organizations 20
        Review of States' Regulations and Statutes 20
    Course Development 22
        Determining Instructional Objectives 22
        Determining Program Requirements 23
        Developing Course Materials 23

3 **Pilot Implementation of the PAIRED Program** 34
    Methodology 34
        General Approach 34
        Pilot Test Sites 34
        Pilot Test Instructors 35
        Data Collection Devices 36
        Pilot Program Procedure 37
    Results of the Pilot Program 38
        Pre-Pilot Surveys 38
            Parent Survey 38
            Student Survey 42
            Requests for Parent Participation 44
        Knowledge and Performance Testing 44
            Knowledge Tests 45
            On-Road Performance Tests 46
        Parents' Reaction to Program Materials and Meetings 46
        Student Evaluation of Parental Participation 50

4 **Conclusions** 52
    Discussion of Results 52
    Implementation Considerations 53
    Program Distribution and Dissemination 54
    Summary 55

References 59

Appendices **Page**

A Summary of Other Parent Participation Driver Education Programs and Projects 61
B Review of States Regulations and Statutes 75
C Parent Handbook for Driver Education 117
D Instructional Cards 149
E PAIRED Program - Implementation Guide for Driver Education Instructors 185
F Driving Knowledge Test 247

List of Illustrations

Figure

1 Research Design for Pilot Evaluation Analysis 34

List of Tables

Table

1 Santa Rosa City Schools Driver Education Project Results 15
2 Results of the California State Department of Education Parent Participation Program . . 15
3 Parent Program Objectives and Specifications 25
4 Parents' Opinion of Driver Education 39
5 Parents' Experience in Instructing Their Child to Drive 39
6 Parents' Attitudes Toward Parent Participation 40
7 Reasons Why Parents Were Unable or Did Not Want to Participate 41
8 Students' Attitude Toward Parent Participation and Previous Experience 42
9 Students' Preferences for Others With Whom They Have Practiced or Would Like to Practice 43
10 Level of Participation in PAIRED Program 44
11 Driving Knowledge Test and Performance Measures 45
12 Parents' Reaction to Parent Participation Program Materials 47
13 Reaction of Parents to Parent Participation Meetings: MP Only 48
14 Comparison of Comments on Program by MP and MO Treatment Groups 49
15 Students' Reaction to Their Parents' Participation: MP Students, School S 50
16 Students' Reaction to Practice With an Instructor 51

The Development and Testing of Parent Involvement in Driver Education

Chapter 1

INTRODUCTION

OBJECTIVES OF THE STUDY

The primary objective of the project described in this report was to determine whether the instructional program in driver education could be improved by making parent participation a formal part of the program. In order to reach this objective, a study was conducted to develop, pilot test, and evaluate a parent participation in-car instructional program that had as its ultimate goal the improvement of the trainee's driving performance and safety.

THE NEED FOR THE PAIRED PROGRAM

In the past, many driver educators have tended to discourage parents from becoming involved in the instruction of their students, primarily on the grounds that parents might provide instruction contradictory to, or in some way incompatible with, that provided in the formal program offered within the school system.

Recently, however, driver educators have become increasingly aware of the role that parents can play in improving the effectiveness of formal secondary school driver education programs. There are many reasons for the growing acceptance of parents as educators. One reason is that many current driver education programs incorporate training in advanced driving skills (e.g., evasive maneuvers, skid recovery, blowout) and the amount of practice required before a student attempts these advanced maneuvers far surpasses that which can be provided during the time allotted for the in-car phase of instruction in most programs.

Unless the student has previously mastered the more routine skills of vehicle control (steering, accelerating, speed control, etc.), it is difficult, if not impossible, to attempt advanced instruction. Driver educators have found, therefore, that if training in advanced driving is to be attempted in a beginning driver education course, the student must obtain rather extensive practice outside the formal program. The participation of parents appears to be one of the most efficient and cost-effective mechanisms for providing this additional practice.

Another reason for the growing acceptance of parent utilization in driver education is the recognition that parents' driving actions, attitudes, and habits may also be positively changed by the program. The involvement of parents in the program may help them to become better "models" for their children's driving behavior, as they attempt to instruct their children in current techniques and rules of the road. In many cases, parents have not had the benefit of a comprehensive program of driving instruction, and therefore may be misinformed as to what are safe driving practices. For example, it is not uncommon to encounter an older person who does not know how to make an effective high-speed freeway merge. Parents may also have opinions that are founded on misinformation. For instance, a parent who treats the matter of drinking and driving lightly may not be aware that half of highway fatalities involve alcohol. Potentially, having parents act as instructors will make them aware of more current safe driving techniques.

Even though the need for parent participation in driver education has been recognized, many driver educators are still skeptical of utilizing parents in an instructor role. It creates in the minds of many instructors the specter of outside interference, a force capable of undoing all the good they have accomplished.

Clearly, there is some risk involved. One of the purposes of this project was to minimize that risk by developing and pilot testing a curriculum that would enable parents to provide a structured program of on-road practice to the driver education student.

To be truly effective, a program of parent participation needs active interaction between the parent and school instructor. Without such interaction, and without highly structured guidance for the parents, their involvement could actually prove detrimental, as suggested by the skeptical driver educators. Therefore another purpose of this study was to explore the degree and nature of parent participation needed in view of the above considerations and to define their role in a logical and scientifically defensible manner.

Another potential problem is the difficulty of getting the parents to participate. In previous studies involving this aspect of driver education, a major problem has been in securing and maintaining parent participation in the program. For example, a study by the California Department of Education, Parent Participation Project (Sacramento, June 1973),[1] began with approximately 2,000 subjects, but only 20 percent of the sample remained by the end of the program. This situation suggested that other participant alternatives to providing instruction outside of school ought to be considered.

It was within the context of these considerations that the PAIRED Program (Parent Augmentation of Instructor Road-driving EDucation) was developed.

BACKGROUND OF THE PROJECT

One of the primary shortcomings of driver education programs in public schools is the lack of time and resources to provide adequate on-road training of student drivers. Especially in the current period of budget cutbacks, the necessary driving instructors, automobiles, and fuel for vehicles are insufficient to provide driver education students with anything more than several hours of on-road driving instruction at the most.

One possible solution is to have students make use of the family car under the tutelage of a parent. However, this has presented several problems—the most important being the dubious quality of that training. Instructors have traditionally felt that parents simply perpetuated outmoded driving attitudes and practices by teaching them to their children. The task of the professional instructor was therefore compounded by having to teach correct procedures while trying to discourage poor ones already learned from parents.

It was in response to this problem that the need for this project arose. The problem was to provide the parents with the necessary tools for them to provide instruction (a) that is well structured and aimed at having the student achieve adequate performance in specific driving skills, (b) that is integrated with the instruction received from professional instructors in class and on the road as part of their school curriculum, and (c) is in accordance with current approved driving practices.

The features needed in the program are as follows:

(1) The program must make use of the parent as an instructor in a structured and prescribed way that integrates the parent's instruction with school program instruction.

(2) The cost of the program to a school must be negligible.

---

[1] California Office of Traffic Safety. *Parent Participation in Driver Education: Curriculum Guide,* Revised Edition, Project No. 047202-112, June 30, 1973.

(3) The course should be designed to enable parents and students to continue the program of on-road training even after formal school course work is completed.

(4) The program should permit instructors to spend their time focusing on students with specific problems while routine on-road practice can be monitored by a parent.

In large part the materials developed as part of this project was based on earlier HumRRO work done in connection with the development of the Safe Performance Curriculum (prepared for the National Highway Traffic Safety Administration under Contract DOT-HS-003-2-427). In developing the Safe Performance Curriculum, a previously performed task analysis[1] was used as the basis for the selection of objectives for each of 21 modules of instruction. The tasks were structured in terms of instructional principles and detailed performance and mediator objectives for each module, including enabling and motivating knowledges and skill and affective objectives.

The "Safe Performance Curriculum Specifications"[2] were then developed to provide the basis for the development of course materials for the curriculum. The specifications incorporated the following for each module of instruction:

(1) Performance objectives
(2) Mediator objectives
(3) Prerequisite student capabilities
(4) General instructional approach
(5) Student materials
(6) Instructor materials
(7) Parent supervision materials[3]
(8) Equipment/Device/Facilities support

[1] Under DOT Contract FH 11-7336:

Driver Education Task Analysis, Volume I: Task Descriptions, by A. James McKnight and Bert B. Adams (HumRRO Technical Report 70-103, November 1970), U.S. Department of Transportation Technical Report HS 800 367, November 1970.

Driver Education Task Analysis, Volume II: Task Analysis Methods, by A. James McKnight and Bert B. Adams (HumRRO Technical Report 72-13, April 1972), U.S. Department of Transportation Technical Report HS 800 368, November 1970.

Driver Education Task Analysis, Volume III: Instructional Objectives, by A. James McKnight and Alan G. Hundt (HumRRO Technical Report 71-9, March 1971), U.S. Department of Transportation Technical Report HS 800 369, March 1971.

Driver Education Task Analysis, Volume IV: The Development of Instructional Objectives, by A. James McKnight and Alan G. Hundt (HumRRO Technical Report 72-14, April 1972), Department of Transportation Technical Report HS 800 370, March 1971.

[2] "Interim Specifications, Safe Performance Curriculum, Secondary School Driver Education Curriculum Development and Evaluation Project," prepared by HumRRO under Contract DOT-HS-003-2-427, 1972.

[3] The application of the adult supervision mode in the Kansas City pilot test of the Safe Performance Curriculum was attenuated by Missouri law, which permits students between the ages of 15 and 16 to operate a motor vehicle on public streets only under the supervision of a certified driver education instructor. Since the majority of the students involved in the Kansas City program were under the age of 16, adult supervision materials concentrated upon practice which could be provided on off-street facilities. However, establishing and maintaining contact with parents was not feasible, due to other administrative considerations which took priority over the implementation of this mode.

In developing the Safe Performance Curriculum, existing instructional materials, films, filmstrips, multimedia presentations, and other instructional aids that matched the specifications for each module of instruction were identified.

The training objectives reflected a comprehensive treatment of the driver's task under varying traffic and highway conditions. Criteria for determining the most appropriate trainer (i.e., parent, teacher, or both) for providing instruction were also established.[1]

In developing preliminary specifications for parent participation in the Safe Performance Curriculum, the following assumptions were made:

(1) Parent supervision is a *necessary* means of enabling the curriculum to incorporate advanced levels of instruction.

(2) Parents would not be invited to "provide instruction," but rather to "supervise" the student in performing according to instruction received from the instructor.

(3) Many, if not most, parents would provide some degree of supervised practice, whether the curriculum called for it or not. If the instructor accepts this activity as a legitimate instructional mode, it would reinforce, not interfere with, school instruction.

---

[1] The Final Report to the Department of Transportation for the SPC work was *Safe Performance Curriculum for Secondary School Driver Education: Program Development, Implementation and Technical Findings*, by Mary C. Riley and Robin S. McBride (HumRRO Technical Report 74-23, September 1974).

Chapter 2

DEVELOPMENT OF THE PAIRED PROGRAM

The same basic approach used in the development of the Safe Performance Curriculum (SPC) was used in the design of the PAIRED Program. The application of this approach had the advantage of (a) using those methods and concepts that had proven feasible in a training development activity which was founded on the same basic principles and objectives as the proposed study, and (b) allowing relevant aspects of the Safe Performance Curriculum training program to be directly applied to the proposed study.

GROUNDWORK

Prior to the actual developmental work, attempts were made to determine what prior or current projects of a similar nature had been initiated. Included in this effort was a review of the literature. An outline of each project that was identified is provided in Appendix A, and the studies are summarized in the next section. The preliminary work also included obtaining information on state and local programs, and on state regulations and statutes governing driver education.

Review of the Literature

A literature survey in the area of parent participation in driver education programs produced few reports or evaluations. A search of the 1971 and 1972 *Index of Abstracts of Dissertations International* and 1971 and 1972 *Books in Print* uncovered no reference which reflected useful research in the area. Of the material obtained by HumRRO on parent participation work since 1972, seven research reports were useful and relevant to the project in terms of evaluation of effectiveness and recommendations for parent participation programs.

1. Gruber[1] designed a study to select and develop concepts pertaining to parental involvement in driver education so parents might be able to assist their children in learning to operate a motor vehicle safely and efficiently.

Concepts were developed in Gruber's study from a literature review and from consultation with experts in the field of education. The concepts were categorized and checked for clarity and content accuracy by three groups of jurors.

Next, the list of concepts was submitted to two panels of raters consisting of persons judged to be experts in the field of driver and traffic safety education. The experts were asked to rate the concepts on a five-point scale ranging from Extremely Unsuited to Extremely Suited for inclusion in a parental involvement program of driver education.

---

[1] Frank Joseph Gruber. *A Determination of Fundamental Concepts to be Used in a Parental Involvement Program in Driver Education and Their Relative Importance at the Secondary-School Level,* dissertation, Michigan State University, University Microfilms, Ann Arbor, Michigan, 1972.

Following analyses of the ratings and a review of his findings, Gruber presented eight recommendations for driver education programs:

(1) Parental involvement should be used as a means to extend and supplement driver education programs.

(2) The parents should be involved in formal and informal training sessions with the driver education teacher to better prepare them to work with their child.

(3) Driver education teachers should make more effective use of the parents of youth enrolled in their driver education classes through a parent involvement program.

(4) State departments of education should develop materials and support parental programs in driver education.

(5) Means of communication between the parent, the child, and the school should be firmly established before the child reaches the age at which he is enrolled in formal driver education, so that such an involvement program is readily accepted by both the parents and the child.

(6) Universities and colleges should prepare the driver education teachers to make more effective use of parents through parent involvement programs.

(7) A kindergarten through high school level general safety program would be ideal for nurturing and incorporating a parent involvement program in driver education.

(8) The legislature should provide the legal basis so that the student and parent might work together during the driver education program developing driver skills.

In his summary, Gruber stresses that inclusion of parents in the driver education program is needed. The experts rating the concepts indicated that they felt the parents had a major role to play in developing safe and efficient drivers. Gruber's literature search indicated that parental involvement programs are not presently being implemented, in any form, in the vast majority of driver education programs.

2. Wesley Colgan,[1] as part of an appraisal of the use of videotape in a driver education course, also looked into the effects of parent involvement in the course. The primary objective of this Federal Highway Safety Project was to develop videotaped lessons which would standardize and strengthen the total driver education program. Part of the evaluation of this project was to examine the school district's traditional driver education program with several types of multi-unit courses utilizing closed-circuit television. In conducting this evaluation, one task was to evaluate "the involvement of parents in the driver education program and determine their influence in increasing the performance level of their son or daughter's driving."

In the evaluation of this project, parent participation seemed to be an important aspect. Students whose parents participated in the training had better means on all scores of the road test. However, it cannot be concluded that parental participation in driver training is the only factor that affected these differences. Parents who participated in the training volunteered their service. Their children might have done better on the average regardless of their parents' participation in the training. Students whose parents participated in the training had higher means on both the before and the after scores of the San Diego Achievement Test (see Table 1), but did not really improve more than the students whose parents did not participate. Their mean reading score and mean Grade

---

[1] Wesley Colgan, Jr. *Video Driver Analysis*, Santa Rosa City Schools, Sonoma County, California, 1972.

Table 1

Santa Rosa City Schools
Driver Education Project Results

Measure	Parental Participation (N=191)	No Parental Participation (N=123)
McGlade Road Test Total Score (points lost)	50.0	64.2[a]
Violations per student	.204	.268
Dangerous actions per student	.209	.618[a]
Video tape test	15.6	15.3
Improvement on San Diego Achievement Test	16.5	21.8

[a] Significant at the .01 level. (Results taken from Tables 12 and 13 from Wesley Colgan, Jr. *Video Driver Analysis*, Santa Rosa City Schools, Sonoma County, California, 1972).

Point Average were higher. In other words, since there is no random allocation nor control measure for parental participation, no definite conclusion concerning parent participation can be drawn.

3. A third project was initiated by the St. Cloud Minnesota Public Schools.[1] Their Parent Involvement Program was evaluated by an independent organization to provide objective information on the effectiveness of the program. However, due to the very small number of cases examined (seven) from the Parent Program, the results (see Table 2) cannot be construed to be representative of the possible population of parents and student drivers.

Table 2

Results of the California State Department of Education
Parent Participation Program

Measure	Parental Participation	No Parental Participation		F	$p \leq$
		Willing to Participate	Not Willing to Participate		
Driving Performance					
Basic Control	28.3 (N=319)	28.2 (N=151)	27.9 (N=1292)	4.14	.05
Basic Maneuvers	40.2 (N=313)	40.1 (N=153)	39.4 (N=1275)	6.65	.01
Reaction to Traffic	39.6 (N=309)	39.1 (N=152)	38.8 (N=1268)	2.71	.10
Total	108.8 (N=298)	109.6 (N=131)	104.4 (N=1413)	35.23	.01

---

[1] St. Cloud, Minnesota Public Schools, *Parent Involvement in Traffic Safety Education Project—Final Evaluation Report*, prepared by Guardian Resource Development, Inc., 1973.

The evaluation was based on five program objectives:

(1) Do students who received their behind-the-wheel training from their parents generally score higher on their driving permit test than do students who received their training in the traditional way from a high school instructor?

Results—Parent-trained students apparently do not score higher on their permit test. The evaluation showed that 93% of the "traditional" population passed the permit test on the first attempt, compared to 86% of the students in the Parent Program.

(2) Do students who received their behind-the-wheel training from their parents generally score higher on the Minnesota license road test than the students who received the traditional training?

Results—At the time of the evaluation only two students from the Parent Program had taken road tests and one passed. In the traditional program 78% of the students passed the road test on their first attempt.

(3) Do the students enrolled in the Parent Program have a positive attitude toward the program itself?

Results—Six of the students in the Program filled out questionnaires and all were in favor of it. They also felt the program should be continued.

(4) Do parents who were involved in the Parent Involvement Program have a positive attitude toward the program itself and to their involvement in it?

Results—All of the parents involved in the program filled out a questionnaire and all felt the meetings and behind-the-wheel training were helpful. They all said they enjoyed the activity and were glad they participated in the program. Of the seven parents participating, four said they preferred this kind of program to traditional training, two said they did not, and one did not respond to this item.

(5) Do the students involved in the Parent Program differ significantly from the students who received the traditional training on achievement, attitude, and home background variables?

Results—The final evaluation report did not fully answer this question. The only difference in background seems to be that the parents in the program were less educated than the general population of the school district.

Due to the small sample size in the Parent Program evaluation the evaluation report concluded with two general comments:

The parents and students were positive about the program.

The student scores were not very impressive.

4. The National Highway Traffic Safety Administration provided funds in 1973 for a pilot Student-Parent Participation Program in Driver Education to the Washoe County Nevada School District.[1] The program was conducted at Reno High School during the 1973-74 school year. All driver education students were asked to discuss and explain the program to their parents. The school sent a follow-up letter to the parents inviting them to take part in the program. Since only one high school was involved, the participants were not divided into experimental and control groups.

---

[1] Washoe County School District, Reno High School. (Nevada) *Student-Parent Participation Program in Driver Education*, Final Report, Office of Highway Safety, Federal Project DE 74-4103-1, 1973-1974.

The parents attended three classroom meetings and were asked to provide 10-20 hours of supplementary driving practice for their children in the program. The average driving time actually reported by parents was 21 hours (the range was four to 63).

The pre- and posttest used in the program was an unvalidated instrument that had been prepared during the revision of the *Nevada Driver Education Instructor's Handbook*. The average increase in score was 11 points on the 100 point scale.

Although no empirical data were collected, instructors felt that students whose parents participated in the program progressed faster than those whose parents did not participate. All parents who participated in the program felt that it should be continued.

5. In 1973, Williams and Liu[1] investigated driving behaviors of graduates of driver education courses in South Carolina. The report is a synopsis of data provided by 2,532 students who completed Driver Education in South Carolina. The data provides insights into many characteristics of young drivers in the state.

The authors found that 72.1% of the students surveyed received additional driver training from their parents. The authors say that "a 30/6 hour course involving only the student undoubtedly does not begin to change the driving attitudes and habits which have been learned and reinforced over so many years. . . . Efforts must be made to include the *parents* as well as the students in the driver education process." They suggest that parent involvement should begin "long before the student becomes of driving age." Williams and Liu also suggest that (a) planning of a parent participation program should be accompanied by research to determine the driving habits and attitudes displayed by parents and student drivers and (b) this research should be designed to actually "test the hypothesis of a strong relationship between accident experience, violation experience, driving habits and attitudes of parents and their driving-age children."

6. The California State Department of Education sponsored a pilot Parent Participation Program in 1973[2] which was conducted over a 15-month period in six California school districts. The general objective of the program was to "develop, implement, and evaluate an adult education program to orient parents in the utilization of appropriate techniques and methods for extending and reinforcing critical safety aspects of school driver instruction programs."

The pilot program participants were divided into three experimental groups:

Experimental Group A—Students whose parent(s) attended one or more Parent Participation class meetings.

Control Group B—Students whose parents volunteered to attend the Parent Participation Program classes but were not accepted, and thus did not attend the sessions.

Control Group C—Students whose parents did not volunteer or attend the Parent Participation Program classes.

The student performance criterion measure was a three-section driving test. Section I measured basic control tasks, Section II measured basic maneuvers, and Section III measured reacting to traffic. (Section III was administered after 145 to 165 minutes of in-car instruction.)

In their discussion of results in the final report, the authors stated that the "scores for the first two parts of the examination yielded significant differences between the groups, and the third comparison . . . is nearly significant statistically ($.05 < p < .10$). . . . In each case Group A was equal or a bit better than Group B which was, in turn, somewhat better than Group C."

---

[1] John P. Williams and Peter H. Liu. *"Driving Behavior of Young Driver Education Graduates in South Carolina, Research Report No. 11,"* Traffic and Transportation Center, The University of South Carolina, 1973.

[2] *California Parent Participation Project in Driver Education, Final Report*, Office of Driver Education, California State Department of Education, 1973.

The authors also note that almost all (98%) of the parents who attended the Parent Participation Program classes reacted favorably to the course as determined in a questionnaire administered upon completion of the course.

In a California Department of Education final report analysis summarizing the project and its effectiveness, the reviewing staff states, "The objectives of this program have been met. Actual evaluation of the project cannot be accomplished until operational data have been collected and evaluated on accident frequency and traffic violations."

7. The Wisconsin Extended Driver Education Laboratory Enrichment Project[1] is significant in that it was the first program of systematic parent participation in driver education in the nation. The project was also one of the most carefully controlled and measured of its kind. The project was conducted in the Janesville, Wisconsin school district during the 1967-68 school year. This project was an applied research study to test the effectiveness of coordinated parental assistance in secondary school driver education laboratory programs. It was supported by a grant awarded by the Automotive Safety Foundation.

Fifty-two students selected from two high schools were divided equally into experimental and control groups and were matched using age, sex, IQ, grade point average, and parent occupation and background as criteria. The experimental group students received systematic parental assistance at home. Also, parents of experimental group students received guidance from the school's driver education staff through four two-hour parent-teacher meetings. Control group students received only the normal amount of parental assistance. Control group parents did not attend the parent-teacher meetings.

The Columbia Driver Judgment Test and a personality assessment instrument, the Mann Inventory, were administered to both groups of students and the parents of the experimental group students. The Wisconsin Driving Test was the road skill test given to both groups of students.

The results of the study showed that driving knowledge scores did not differ significantly between the experimental and control group students. On the Wisconsin Driving Test, 48% of the students whose parents participated passed the test. Of the students whose parents did not participate, 43.5% passed the test. Parental assistance did not significantly improve the students' driving skills. The personality assessment scores showed that the students who received systematic parental assistance became somewhat less aggressive and tended to withdraw less than students not receiving such assistance.

Parents participating in the program showed a significant decrease in driving knowledge. The personality inventory results showed that these parents became slightly, but not significantly, less aggressive.

Students and parents of students in both groups were administered evaluation questionnaires at the project's conclusion. Eighty-two percent of the experimental group students felt that they had received sufficient parental assistance, compared to 59% of the control group students. Ninety-two percent of the experimental group students felt the project should be continued, as did 94% of the control group students.

Most of the experimental group parents felt that they had made a valuable contribution to the future driver in their family (83%). Seventy-five percent of the control group parents felt their contributions were valuable. Almost three-fourths (71%) of the experimental group parents said they had provided two hours of supervised practice for every hour of such practice provided by the school. Sixty-three percent of the control group parents had provided this much practice.

---

[1] Wisconsin Department of Public Instruction. *Extended Driver Education Laboratory Enrichment Project, Applied Research Project Report,* Bulletin 9-169, Janesville, Wisconsin Public Schools, grant provided by the Automobile Safety Foundation, 1969.

The authors concluded their report by stating that "the organization and communication process remain important criteria in determining the success of applied research projects. Many problems encountered in this study can be avoided in future studies to further the knowledge and feasibility of home-school programs in driver and traffic safety education. The weakness in skill testing procedures is a problem that can be avoided in future attempts."

Survey of State Driver Education Programs

To augment the literature review information, the following methods were used in an attempt to collect information related to parent participation programs (completed and on-going) which might not be included in the literature; (a) a request placed in the *Journal of Traffic Safety Education*, (b) letters (with return forms for entering information) sent to the State Supervisors of Driver Education, and (c) questionnaires sent to instructors.

The results of the survey of state supervisors seemed to substantiate the information the project staff had at the outset. Little was known of parent participation programs other than those experimental programs which had been documented. None of the supervisors reported direct involvement in such programs. The attitudes regarding parent participation ranged from qualified support (e.g., parents should be given materials to follow and some orientation) to strongly negative opinions. There was some support for using parents to supervise practice as long as they were not responsible for training per se. Results of the State Supervisor Questionnaire are summarized as follows:

(1) Twenty-four percent of state supervisors responding (N = 42) thought that parents would be "very" willing to provide in-car practice. (Seventy-six percent thought parents "somewhat" willing).

(2) Ninety percent of state supervisors responding (N = 40) thought that parents were able (in terms of driving experience, knowledge, rapport with child, etc.) to provide in-car practice. (Thirteen percent "very able," 77% "somewhat able.")

(3) Forty-four percent of state supervisors responding (N = 41) thought it would be better to have in-car practice support provided by someone other than the parent.

(4) The following percentages represent the proportion of state supervisors responding (N = 40) who consider the corresponding level of participation feasible:

(3%) Materials provided to parents (through students); no follow-up by instructor.

(13%) Materials provided to parents (through students) with periodic instructor follow-up (e.g., instructor sends home an exercise for parent to sign, indicating parent has practiced with child for a certain number of hours).

(23%) Materials provided to parents; periodic instructor follow-up; and one meeting (e.g., orientation to program) held with parents.

(40%) Materials provided to parents; periodic instructor follow-up; and two or three meetings held with parents throughout the semester.

(18%) Materials provided to parents; periodic instructor follow-up; and more than three meetings held with parents throughout semester.

(5%) Other.

The review of programs and materials in parent participation aided in both the determination of instructional objectives and the specification of program development requirements.

Survey of Community Service Organization

To gain a better understanding of some of the factors mentioned—in effect, as an attempt to determine the optimum means through which a parent participation program may be implemented—and to aid in future planning on a large-scale basis, contact was made with a number of community service organizations in the Washington, D.C. metropolitan area.

The purpose of the survey was three-fold: (a) to identify alternative organizations that might sponsor or conduct parent involvement driver programs; (b) to find surrogate parents for students whose parents were either unable or unwilling to participate; (c) to discover whether any of the organizations had any prior experience with parent involvement driver education programs.

Only six questionnaires were returned completed. Any statistical analysis of such a small number of responses would be meaningless, but the items answered on the questionnaires will be discussed.

The first question inquired about parent participation programs supplemented by assistance from a community service organization. None of the respondents were aware of any such programs.

The organization was then asked if they and other similar organizations would be willing to provide in-car practice to supplement driver education programs. Four respondents checked off "somewhat willing" and two respondents checked off "not willing." Two respondents felt the school system had a good program and should be responsible for teaching driving to its students. Three organizations stressed the problem of the insurance policies of the volunteer instructors.

Five respondents said community service organizations would "not be able" to finance an in-car practice program. The reason is current program priorities and few resources are available to support such a project.

The next question concerned the qualifications and motivations of members of community service organizations who would provide in-car practice. The breakdown of answers is as follows:

1	Very Qualified	5	Somewhat Qualified	0	Not Qualified
0	Very Motivated	3	Somewhat Motivated	3	Not Motivated

The respondents were then asked whether or not this type of supplemental support should come from a source other than a community service organization. There were five "Yes" answers, and one "No" answer. Some suggestions were: parents, public school, commercial driver programs, Army soldiers, cab company, or parents of a classmate. The list also included other organizations such as the Red Cross, Boy and Girl Scouts, YMCA, YWCA.

The last question asked the respondents to check the type of program they thought would be preferable to a community service organization. Three respondents checked the program where volunteers attend two or three meetings with driver education instructors. One checked the program requiring more than three meetings.

Thus, in our small sample, there was no knowledge of in-car instructional programs that are supplemented by community service organizations. The respondents were somewhat willing to supplement driver education programs, but there were no funds available from these organizations. The respondents felt their organizational members were qualified to provide in-car practice to students but were not highly motivated to do so.

Review of States' Regulations and Statutes

A comprehensive review of existing laws in all 50 states and the District of Columbia was performed to determine the compatibility of parent participation programs and driver education courses as concurrent endeavors. Initially, laws and regulations governing instruction permit issuance for driver education students were compared with those governing general (non-driver education) applicants. Laws relevant to these applicant groups were recorded and reviewed in comparison to each other and the Uniform Vehicle Code. (See Appendix B, Chart 1)

This review permitted subsequent analysis to determine any constraints that might impede the successful implementation of a parent program. (See Appendix B, Chart 2) In all but eight jurisdictions, a potential or extant problem was discovered. Chart 3 in Appendix B presents a summary of the constraints determined by the analysis, along with an assessment of the degree to which a constraint represents a problem (i.e., "major" or "minor").

Only five states[1] have laws written so that they specifically accommodate parent-supervised driving for students enrolled in driver education; and only one of these (Texas) makes provision for non-integrated programs where a lapse of two to six months may intervene between classroom and in-car phases. Some jurisdictional laws impose constraints that may affect only a small portion of student enrollees and are therefore assessed as relatively minor constraints. Other states, however, have laws that make parent programs totally incompatible as concurrent programs with driver education. These have been assessed as major problems. For example, some states require instruction permit applicants to have completed driver education or to be of regular licensing age in order to be eligible for permit issuance.

A model driver education act is needed. The Uniform Vehicle Code does not qualify because pertinent contingencies have been omitted. The following is presented as such a model act. It is based upon the reviews and analyses previously cited, and it incorporates some of the most germane aspects of existing legislation.

Model Legislation for Supervised On-Road Practice for Driver Education

The department upon receiving proper application* may in its discretion issue a restricted permit effective for a school year or more restricted period to an applicant who is enrolled in a driver education program which includes practice driving and which is approved by the (State Board of Education) or the department. Such instruction permit shall entitle the permittee when he has such permit in his immediate possession to operate a specified type or class of motor vehicle when he is accompanied by the adult instructor of the program during enrollment therein or when practice driving with a parent, legal guardian, person in *loco parentis*, or person at least age 18 who has written parental consent to accompany the permittee and who has no recorded convictions for moving violations or accidents during his last full year of vehicular operation. The accompanying driver must have been licensed for at least one year for the same type or class of vehicle operated by the permittee and must occupy the seat beside the permittee during practice driving. Such instruction permit shall be renewable.

Special provision shall be made for an applicant enrolled in a driver education program which separates classroom and in-car training phases so that he may operate a vehicle according to the provisions of the Driver Education Act except that practice driving with a person other than the instructor may commence only when the permittee has successfully completed the classroom phase of the program but prior to the commencement of the in-car phase provided that the in-car phase is scheduled to commence no later than six months subsequent to the completion of the classroom phase.

*Parental consent required.

---

[1] Illinois, Minnesota, Oklahoma, Texas, Washington.

COURSE DEVELOPMENT

The developmental work for this project was performed in two phases. The objective of Phase I was to develop a laboratory driver education instructional program that engages parents in a manner that is instructionally effective and efficient. The objective of Phase II was to field test and evaluate the parent participation program in an operational setting. The work was further divided into the following major tasks:

Phase I. Parent Participation Program Development
  Task 1. Determine Instructional Objectives
  Task 2. Specify Parent Participation Program Development Requirements
  Task 3. Develop Student, Teacher, and Parent Material for Parent Participation Program
Phase II. Pilot Test and Evaluation of Parent Participation Program
  Task 1. Pilot Test a Parent Participation Program
  Task 2. Revise Material

The activities performed under each task in Phase I are described in the remainder of this chapter. Phase II activities are described in Chapter 3.

Determining Instructional Objectives

The objectives for the "Safe Performance Curriculum" formed the basis for the parent program. That earlier development effort, was used as the basis for the selection of objectives for each of 21 modules of instruction. The tasks were structured in terms of instructional principles and detailed performance and mediator objectives for each module, including enabling and motivating knowledges and skill and affective objectives. These specifications were then developed to provide the basis for the development of course materials for the curriculum. The following content was specified for each module of instruction: performance objectives, mediator objectives, prerequisite student capabilities, general instructional approach, student materials, instructor materials, parent supervision materials, and equipment/device/facilities/support.

The objectives developed for the SPC specifications reflect a comprehensive treatment of the driver's task under varying traffic and highway conditions. They provided a sound basis for the identification of objectives for the parent participation in-car program.

In this task, therefore, the SPC specifications were reviewed primarily to determine (a) the "level of skill" required by the trainer, and (b) the "amount of practice" needed to accomplish the objectives.

The first consideration involved determining which of the objectives could be met with a *minimum* level of skill, since parents would not be expected to provide practice in any maneuver that involved an unreasonable amount of risk-taking (e.g., emergency or evasive maneuvers). One would expect, then, that the parent program would center primarily on "basic skill" development.

The second consideration involved determining which of the objectives require considerable practice and repetition for their attainment. Although the objectives are attained to a limited extent within the school program, practice outside the program could help the student attain a higher level of proficiency. When those objectives requiring considerable practice and repetition are matched with those not requiring a high level of skill on the part of the trainer, their inclusion in the parent program seems to be highly efficient and cost-effective.

The results of these efforts are presented in Table 3 at the end of this Chapter. The objectives of the parent program are listed by group in the first column of the table. Subsequent columns present the preceding skills required to perform each new skill, teaching skills and risk involved, and the amount of knowledge and practice generally required to master the skill. In the final columns are presented the instructional specifications for each objective for knowledge and performance objectives.

Determining Program Requirements

Once the instructional objectives for in-car instruction were identified in Task 1, a set of training procedures was established. The product of Task 2, then, was a set of requirements for a program that could be developed for attainment of the objectives established in Task 1. This set of requirements provided guidance in development of the materials for the course.

The results of the program survey and instructional development activities provided the basis for the development of specifications for parent program materials. Survey results have shown that parent participation is not easy to obtain, nor has there been much success in maintaining parent support throughout the program if it is secured at the outset. The most important consideration in developing specifications, therefore, was that the program materials be capable of being implemented with minimum effort on the part of the parent and, if necessary, with little or no interaction between the parent and the school instructor.

Other important considerations in developing specifications were:

(1) Variations in the amount and kinds of support parents are able or willing to provide to the program.
(2) Variations in amount of time driver education instructors are able or willing to provide to the parent segment of the program.
(3) Variations in parent "skill level."
(4) Variations in driver education programs (resources, facilities, etc.)
(5) Variations in licensing policies within the various states.

Specifications for an implementation guide dealt specifically with the first two considerations listed. The implementation guide provides the driver education instructor with guidelines for implementing programs requiring varying levels of parent participation and instructor-parent interaction. The instructor is able to choose the program which corresponds to the amount of time and support both he and the parents of his students have available.

Developing Course Materials

The following items were produced for use in the PAIRED Program materials for parents:

Parent Handbook for Driver Education
Instructional Cards
Fact Sheets for driver practice
Checklist for driver practice

Parent Handbook for Driver Education. This document was developed to introduce parents to their part in supervising their children's driving practice. The handbook provides guidelines for in-car practice and for feedback to the student regarding errors. It also provides a description and instructions on making use of the instructional cards, the fact sheets, and the checklists. The *PAIRED Project Parent Handbook for Driver Education* is reproduced in Appendix C.

Instructional Cards. The second product for use in the program is a set of about 35 5" x 8" cards. Each card deals with a specific maneuver or procedure identified as an instructional objective. It outlines what is to be done, suggests appropriate areas for practice, emphasizes common errors made by student drivers, and suggests how errors may be corrected.

The cards were designed to provide easily readable materials in a form that can be readily handled while monitoring student practice. The cards are more thoroughly introduced in the *Handbook* in Appendix C, and are reproduced in Appendix D.

Fact Sheets. The fact sheets are intended to be completed by the driver education instructor sponsoring the program. The sheets provide the parent with (a) information regarding the statutes that apply to his providing practice to the student, and (b) general guidance regarding timing in-car practice with in-school instruction the student will be getting concurrent with the parent's involvement. The fact sheets are described more fully in the Instructor's Guide which is discussed below and reproduced in Appendix E. Samples of the fact sheets are included in an appendix in the Guide.

Checklists. The checklists are the means by which the student's practice sessions and progress are recorded. In a fully operational program they are also the principal means by which the instructor gathers information regarding the amount of parent-supervised training each student is receiving.

There are three checklists; practice on basic control tasks, normal driving tasks, and parking and freeway driving. The checklist provides for up to seven practice sessions for each task. The parent is asked to record the length of time for each session and to rate the performance of the student. Samples of the checklists and detailed instructions on how to complete them are provided in the *Parent Handbook* (Appendix C). The checklists are reproduced in an Appendix within the Instructor's Guide (Appendix E).

Materials for the instructor were consolidated in the *PAIRED Program Implementation Guide for Driver Education Instructors* (Appendix E). The Guide describes five programs having increasing levels of involvement of the participating parent. The levels of participation go from Level 1, which is simple receipt and use of the PAIRED Program materials, to Level 5, which includes a series of three meetings with the instructor. The Guide provides an outline of the steps to be taken in implementing the program; outlines of the agendas for each meeting; and model formats for letters to parents, pledge of participation, and waiver of liability. In addition, the Instructor's Guide provides guidelines for completing and disseminating the fact sheets for the parents, and samples of the checklists on which data are to be provided.

Completion of the background work and development of the course materials constituted the first phase of the project. The second phase was the pilot implementation and evaluation of the program.

Table 3

Parent Program Objectives and Specifications

Parent Program Criterion Objectives (Student)	Student Entry Skills	Level of Technical Skill Required to Teach Student and Risk Involved			Amount of Knowledge Required for Attainment of Criterion Objective			Amount of Practice Required for Students to Learn a Skill			Instructional Specifications for Learning Activities Related to Attainment of Knowledge Objectives	Instructional Specifications for Practice Activities Related to Attainment of Performance Objectives
		Minimum	Moderate	Extensive	Minimum	Moderate	Extensive	Minimum	Moderate	Extensive		
A. BASIC CONTROL TASKS (1-10)												
1. Preoperative procedures	None	X			X			X			Student independent study: narrative and graphic descriptions of pre-start checks, safety equipment adjustment, ignition, and moving the car.	In-car exercises to provide practice in criterion objectives.
2. Locating car controls/displays	None	X				X			X			Simulator session: orientation, starting, and longitudinal control exercise (no film).
3. Pre-starting procedures	(A2)	X				X		X			Classroom evaluation (diagnostic) of student independent study and exercise for application of knowledge.	
4. Starting the engine	(A2,3)	X			X			X				
5. Steering (general)	(A2 --- 4)	X			X				X		Classroom (oral) introduction and description of range activities, including range rules and regulations.	
6. Entering traffic/Leaving traffic	(A2 --- 5)	X			X				X			
7. Moving the car forward	(A2 --- 5)	X			X			X				
8. Slowing, stopping, and securing the car	(A2 --- 5,7)	X				X			X			
9. Left turns	(A2 --- 8)		X			X			X			
10. Right turns	(A2 --- 8)		X			X			X			

(Continued)

Table 3 *(Continued)*

Parent Program Objectives and Specifications

Parent Program Criterion Objectives (Student)	Student Entry Skills	Level of Technical Skill Required to Teach Student and Risk Involved			Amount of Knowledge Required for Attainment of Criterion Objective			Amount of Practice Required for Students to Learn a Skill			Instructional Specifications for Learning Activities Related to Attainment of Knowledge Objectives	Instructional Specifications for Practice Activities Related to Attainment of Performance Objectives
		Minimum	Moderate	Extensive	Minimum	Moderate	Extensive	Minimum	Moderate	Extensive		
												Simulator session to practice lateral control and coordinated lateral and longitudinal control. A 15 min. simulator film should show essential control tasks. Range session to provide practice in preoperative checks, vehicle starting, and longitudinal control. Range session to provide practice in lateral control, and coordination of lateral and longitudinal control for very simple maneuvers. Range session for preparation of on-street driving. Introduction to following, lane positioning, and gap discrimination. Range test of performance objectives.

(Continued)

Table 3 *(Continued)*

Parent Program Objectives and Specifications

Parent Program Criterion Objectives (Student)	Student Entry Skills	Level of Technical Skill Required to Teach Student and Risk Involved			Amount of Knowledge Required for Attainment of Criterion Objective			Amount of Practice Required for Students to Learn a Skill			Instructional Specifications for Learning Activities Related to Attainment of Knowledge Objectives	Instructional Specifications for Practice Activities Related to Attainment of Performance Objectives
		Minimum	Moderate	Extensive	Minimum	Moderate	Extensive	Minimum	Moderate	Extensive		
BASIC CONTROL TASKS (11-14)			X			X			X	X	Student independent study; narrative and graphic descriptions of criterion objectives. Range practice in these tasks is delayed until successful completion of NORMAL DRIVING.	In-car exercises to provide practice in criterion objectives.
11. Backing the car/ Turning while backing 12. U-turns 13. Two-point turns 14. Three-point turns	Successful completion of BASIC CONTROL TASKS 1-10 and NORMAL DRIVING range practice.											
B. NORMAL DRIVING												
1. General driving procedures/ estimating a safe following distance 2. Changing lanes/ passing	Successful completion of BASIC CONTROL TASKS 1-10.		X	X		X			X	X	Student independent study: narrative and graphic descriptions of four primary criterion areas: 1. Observing; (a) general scanning procedures, (b) what to look for, and (c) where to make specific observations.	Range and on-street exercises to provide practice in criterion objectives.

(Continued)

Table 3 *(Continued)*

Parent Program Objectives and Specifications

Parent Program Criterion Objectives (Student)	Student Entry Skills	Level of Technical Skill Required to Teach Student and Risk Involved			Amount of Knowledge Required for Attainment of Criterion Objective			Amount of Practice Required for Students to Learn a Skill			Instructional Specifications for Learning Activities Related to Attainment of Knowledge Objectives	Instructional Specifications for Practice Activities Related to Attainment of Performance Objectives
		Minimum	Moderate	Extensive	Minimum	Moderate	Extensive	Minimum	Moderate	Extensive		
3. Crossing a controlled intersection/judging a safe gap for crossing intersection 4. Crossing an uncontrolled intersection 5. Turning left at a controlled intersection/judging a safe gap for turning left 6. Turning right at a controlled intersection/judging a safe gap for turning right.	Learner's permit for on-street portion of instruction. (Independent study and classroom does not require completion of above.										2. Communicating; (a) communicating directional changes, (b) communicating speed changes, and (c) communicating presence. 3. Adjusting Speed; (a) operating at a safe speed, (b) adjusting speed to traffic flow, (c) adjusting speed to roadway configurations, and (d) adjusting speed to roadway conditions. Positioning: (a) maintaining a space cushion, (b) compromising and separating risks, (c) yielding right-of-way to others, (d) judging space requirements, and (e) yielding space as a courtesy. Classroom evaluation (diagnostic) of student independent study	

(Continued)

Table 3 *(Continued)*

Parent Program Objectives and Specifications

Parent Program Criterion Objectives (Student)	Student Entry Skills	Level of Technical Skill Required to Teach Student and Risk Involved			Amount of Knowledge Required for Attainment of Criterion Objective			Amount of Practice Required for Students to Learn a Skill			Instructional Specifications for Learning Activities Related to Attainment of Knowledge Objectives	Instructional Specifications for Practice Activities Related to Attainment of Performance Objectives
		Minimum	Moderate	Extensive	Minimum	Moderate	Extensive	Minimum	Moderate	Extensive		
											Classroom review of State driving manual and identification of those principles manifested in laws and ordinances. Preparation of students to acquire learner's permits and driver's licenses. Classroom session intended to provide application of normal driving principles, and traffic laws and ordinances to a variety of highway situations. The highway, independent of complicating traffic, is the focus. Slides may be used. Classroom session which continues previous session and extends situations to include interaction with other road users. Slides may be used; however, motion is preferred.	

(Continued)

Table 3 *(Continued)*

Parent Program Objectives and Specifications

Parent Program Criterion Objectives (Student)	Student Entry Skills	Level of Technical Skill Required to Teach Student and Risk Involved			Amount of Knowledge Required for Attainment of Criterion Objective			Amount of Practice Required for Students to Learn a Skill			Instructional Specifications for Learning Activities Related to Attainment of Knowledge Objectives	Instructional Specifications for Practice Activities Related to Attainment of Performance Objectives
		Minimum	Moderate	Extensive	Minimum	Moderate	Extensive	Minimum	Moderate	Extensive		
											Final classroom session including knowledge test of normal driving principles applied to specific driving situations, and a series of exercises in which students demonstrate ability to deal with complex traffic situations (e.g., freeway access).	Simulator exercise (employing a film) to provide instruction and practice in recognizing and coping with single and multiple hazards and in applying "separate" and "compromise" principles to multiple hazards. Simulator session (employing film) to provide practice in applying four principles to city, highway, and expressway situations. Range exercise to improve precision in perceptual and judgmental skills for basic control, simple maneuvers, and normal driving tasks.

(Continued)

Table 3 *(Continued)*

Parent Program Objectives and Specifications

Parent Program Criterion Objectives (Student)	Student Entry Skills	Level of Technical Skill Required to Teach Student and Risk Involved			Amount of Knowledge Required for Attainment of Criterion Objective			Amount of Practice Required for Students to Learn a Skill			Instructional Specifications for Learning Activities Related to Attainment of Knowledge Objectives	Instructional Specifications for Practice Activities Related to Attainment of Performance Objectives
		Minimum	Moderate	Extensive	Minimum	Moderate	Extensive	Minimum	Moderate	Extensive		
												Range exercise for practice in backing and parallel parking. Two range exercises for practice in performing passing and merging maneuvers. First on-street session providing limited application of normal driving principles to various roadway situations with minimal traffic. On-street session to provide student practice in applying normal driving principles for interacting with both roadway patterns and other road users.
C. PARKING AND HILLS 1. Angle parking (entering and leaving)	Successful completion of all BASIC CONTROL lessons and range practice in backing and parallel parking		X		X	X			X	X		On-street exercises to provide practice in criterion objectives. Range practice in angle parking and turn abouts.

(Continued)

Table 3 *(Continued)*

Parent Program Objectives and Specifications

Parent Program Criterion Objectives (Student)	Student Entry Skills	Level of Technical Skill Required to Teach Student and Risk Involved			Amount of Knowledge Required for Attainment of Criterion Objective			Amount of Practice Required for Students to Learn a Skill			Instructional Specifications for Learning Activities Related to Attainment of Knowledge Objectives	Instructional Specifications for Practice Activities Related to Attainment of Performance Objectives
		Minimum	Moderate	Extensive	Minimum	Moderate	Extensive	Minimum	Moderate	Extensive		
2. Perpendicular parking (entering and leaving)												
3. Parallel parking (entering and leaving)												
4. Parking downhill/leaving a downhill parking space (with/without curb)												
5. Parking uphill/leaving an uphill parking space (with/without curb)												
D. FREEWAY DRIVING			X	X		X				X		
1. Entering the freeway	Successful completion of all prior criterion objectives											Simulator session (employing film) covering complex city driving situations and merging/exiting procedures on the freeway.

(Continued)

Table 3 *(Continued)*

Parent Program Objectives and Specifications

Parent Program Criterion Objectives (Student)	Student Entry Skills	Level of Technical Skill Required to Teach Student and Risk Involved			Amount of Knowledge Required for Attainment of Criterion Objective			Amount of Practice Required for Students to Learn a Skill			Instructional Specifications for Learning Activities Related to Attainment of Knowledge Objectives	Instructional Specifications for Practice Activities Related to Attainment of Performance Objectives
		Minimum	Moderate	Extensive	Minimum	Moderate	Extensive	Minimum	Moderate	Extensive		
2. Driving on the freeway 3. Leaving the freeway												On-street exercises to provide practice in criterion objectives. On-street session to provide practice in hazard perception. On-street session to provide exposure to potential hazards by operating in high density urban, suburban, and freeway traffic. Commentary driving techniques used to assess student hazard perception.

Chapter 3

PILOT IMPLEMENTATION OF THE PAIRED PROGRAM

METHODOLOGY

General Approach

Upon completion of the course materials, three secondary schools in the Washington, D.C., metropolitan area were selected to participate in a pilot implementation of the PAIRED Program. The original plan called for implementing the program at two levels at each school. One level was the model program (MP), which included full parent participation (a) in monthly meetings with the schools' driver education instructors and (b) in providing on-road practice using the PAIRED materials. The second level was the materials only (MO) program, which involved parent participation only insofar as providing on-road driving practice.

Due to limited response on the part of the parents at two of the schools, only the MO program could be implemented at those schools. Both MP and MO programs were introduced at the third school. The design for analysis of the evaluation data is presented in Figure 1.

School Program	School S	School U-A	School U-B
Model Program Group	X		
Materials Only Program Group	X	X	X
Control (No parent program) Group	X	X	X

Figure 1. **Research Design for Pilot Evaluation Analysis**

Pilot Test Sites

Three schools representing different socioeconomic levels were selected for implementing and evaluating the program. School S is a suburban school from a county just outside the city. The average annual family income in the county is one of the two highest in the country. The physical facility of the school is very modern. The driver education program is supported by a large driving range behind the school and the students have access to approximately a half dozen sedans for practice. Approximately

600 students, mostly sophomores and juniors, take driver education each year. There are 2,579 students in Grades 9 through 12; per student expenditures amount to $1,350 per year.

School U-A is an urban school attended by students primarily from middle class families. Although there is no practice driving range, range type practice is performed on side streets and drives adjacent to the school. The school is located in an old residential area and is attended by 1,682 students. Approximately 250-300 students take driver education during the regular school year. One car is available for practice driving.

School U-B is located in a more densely populated area of the city, in the least affluent neighborhood of the schools participating in the study. The school is attended by 1,930 students, more than 99% of whom are Black Americans. The problem of a practice driving range is the same as the other urban school. Two cars are available for practice.

Pilot Test Instructors

The selection of instructors was performed jointly by HumRRO and the program administrators at the pilot test sites. Instructors who were currently teaching driver education at the sites selected, administered the program. The following qualifications were requested:

(1) A Bachelor's or Master's Degree in safety education and the ability to meet certification requirements for the states in which the program was to be implemented.
(2) A minimum of two years of experience in teaching driver education.
(3) Background in teaching a multi-phased program, including classroom instruction, multi-vehicle range instruction, simulation, multimedia instruction, on-the-road practice driving, and individualized instruction.
(4) Background in testing, including administration of both knowledge and performance measures.

Prior to the beginning of the pilot test, instructors were expected to (a) review the background of the project; (b) become familiar with the instructor, parent, and student materials, the course guides, the instructional aids and devices, etc.; (c) participate in a program of instructor preparation supplied by the project; and (d) participate in preliminary check-out of the training materials.

The instructors were responsible to the HumRRO Principal Investigator for the program.

General administrative guidance to instructors was provided through the Implementation Guide (Appendix E) developed in Task 3. Every attempt was made to ensure that the program was implemented in such a way that the instructional objectives were met, and to clarify any questions or problems with the content.

Since the pilot test instructors possessed general experience in driver education and teaching, the major focus of the instructor preparation program was on conducting that phase of the program dealing with parent participation. Of primary importance was ensuring that instructors were familiar enough with the intent of the program so that the pilot test objectives would be met.

In addition to their normal teaching duties and parent monitoring throughout the project, instructors were required to make note of problems encountered in implementing curriculum materials (e.g., the parent, instructor, and student materials, the instructional aids and devices, etc.) and results obtained from intermediate measures. This system allowed program developers to obtain feedback for revision of the program on a continuing basis.

Data Collection Devices

The tests and questionnaires used in the evaluation are described in this section in the sequence of their use in the study.

Pre-Pilot Survey Questionnaires. Questionnaires were administered to students who were currently enrolled in the driver education program and to the parents of those students. The student questionnaire sought information regarding prior driving experience, their attitudes regarding practice-driving with their parents, and their perceptions of whether their parents would assist them in on-road practice-driving and participate in the driver education program with them. The questionnaires were administered in the classroom by the driver education instructors.

The parent questionnaires were directed primarily at determining the extent to which parents were willing to participate in the PAIRED Program. Those who were unwilling or unable to participate at all were asked to state reasons for their response. Parents were also asked about their perceptions of the driver education program in their school and their attitudes in regard to providing supervised practice to students other than their own children.

Based on the results of the parent survey, follow-up solicitations were mailed out to parents, requesting their formal commitment to participate in the pilot test. Copies of the letters, consent forms, and liability release forms are presented as an appendix to the Instructor's Guide (Appendix E).

Driver On-Road Performance. The ultimate goal of the PAIRED Program, as with all driver education programs, was to provide the student with the knowledge and skill necessary to perform as a safe and competent driver. Thus, one of the criteria for judging the viability of the PAIRED Program was the degree to which on-road driving skills of those participating in the program were as good or better than those who did not participate in the program.

On-road tests were developed through the joint effort of the HumRRO staff, driver education consultants, and the instructors at the two schools—School S and School U-A—at which on-road performance tests were actually conducted. Due to the low level of participation at School U-B, no on-road performance test was devised for the study.

As a result of end-of-year scheduling conflicts, instructors were able to complete on-road testing for only a portion of the students. Also, despite thorough trial runs of the on-road performance course beforehand, the actual time to complete testing and debriefing of students was approximately 50 minutes which was twice that originally anticipated. The results of performance testing will be presented later in this chapter.

Driver Knowledge Test. One of the criteria of effectiveness of the PAIRED Program was the extent of increased driver knowledge which might be attributed to parent participation. A fifty-item multiple choice test was administered prior to and following completion of the driver education course. The test and instructions used in administering the test are provided in Appendix F.

Program Evaluation Questionnaires. The final evaluation questionnaires were administered to parents and students who participated in the program. Reactions of instructors were also solicited. The questionnaires were designed to provide ratings of the PAIRED Program and the materials prepared for the program. In addition, questions were asked regarding past-study attitudes toward participation in the study, attitudes toward the others in the program (e.g., parents were asked about interactions with students and instructors), and problems which arose during the program.

Evaluation questionnaires were mailed out to parents and students at the end of the school year. This mailout was followed up by a letter reminder to return the evaluation and other data collection materials.

Pilot Program Procedure

The general scenario for the pilot program was as follows:

Selection of test sites.
Pre-pilot survey of parents and students.
Preparation of instructors.
Assignment of students-parents to model program, materials-only program, or control groups.
Pre-knowledge testing of students.
Dissemination of materials to parents.
Completion of the program—parent instructor meetings and practice, or practice only.
Post-knowledge testing and on-road performance testing of students.
Post-pilot evaluation by participants.

In implementing this scenario a number of problems were encountered, some of which are typical of new field programs and some of which bear directly on the viability of the program in certain settings.

First, initial parent interest fell far short of expectations. This had two impacts: One was the fact that the original design had to be abbreviated to make best use of cooperative parents. The second was that, even with the abbreviated design the random assignment to groups needed for accurate hypothesis testing was not possible. In contrast to the limited initial interest, there were several instances where parents volunteered to participate after they had seen the materials to be used in the program. It may be that some parents did not want to volunteer simply because they did not know what might be involved.

A second problem was in developing the on-road performance tests. One of the objectives in developing the tests was to design a test route which the students were not familiar with, to ensure that practice on the same route would not bias the performance scores. The problem arose for School U-A. Because the school is surrounded by heavily travelled streets with numerous traffic control regulations, a course had been laid out for practice on the only streets available where student drivers could perform adequately without putting themselves and others in physical jeopardy. Therefore, the practice course for the students was used also as the test course for the on-road performance tests.

The final major difficulty encountered was the problem of getting students and parents to complete and return data in the weeks just prior and subsequent to the end of the school year. Despite the attempt to follow up and verbal requests to parents with whom direct contact was established, the rates of return on final evaluations and practice checklist data were very low. Year-end administrative problems at the schools compounded this problem. It is for these reasons that the data in the results section later in this chapter are relatively sparse and have been presented in simple tabular form without tests for statistical significance.

The utility of a parent participation program was evaluated from several perspectives. The most obvious approach to such an evaluation is the extent to which students met the curriculum objectives. Associated with each of the objectives were test items to determine the skill and knowledge level attained. A major component of the evaluation was feedback from parents, students, and instructors on their reactions to the program. At the administrative level, records were maintained to determine the feasibility of the program—scheduling, cost, organization, safety, and insurance.

Performance Tests. The intermediate criteria measures were administered to 46 students in all three programs in Schools S and U-A. The most important criterion for skill-level attainment was an on-road performance test administered upon course completion. Independent raters administered the on-road test. Rater training and route development were provided by HumRRO, with the assistance of the driver education consultants.

The data from the study were not sufficient to test the question of whether performance or knowledge scores of students whose parents participated in the program varied from the performance or knowledge scores of those whose parents did not participate. It can at least be said, however, that the data provided no reason to believe students' scores suffered due to the supervision by their parents in the program.

Appropriateness of Instructional/Administrative Material. The suitability and clarity of instructional materials were evaluated during the training session held with parent participants and revisions were made as appropriate. Evaluation comments were requested from instructors, parent participants, and students to continually provide feedback during the pilot test.

Subjective Reaction to the Program. The parent participation program by nature required a coordinated team effort. Therefore, it was extremely important to understand and evaluate the interaction among the participants in carrying out the program. The participant interactions may be summarized as follows:

(1) Parent-Student. The relationship between the parent and student is central to the success of the program. The ability of the parent to follow instructional objectives and effectively convey them to the student was evaluated. At the same time, acceptance of the instructional guidance provided by the parent was integral to the successful conduct of the program.

(2) Parent-Instructor. The relationship between the driver education instructor and parents, not as competing forces but as supplementing each other's efforts, must be maintained to ensure successful operation of the program. Therefore, evaluation of this relationship was conducted on a continuing basis throughout the pilot test.

(3) Student-Instructor. The driver education instructor is seen as the team leader for the parent participation efforts. He must organize and coordinate the activities involving parent and student, and at the same time conduct ongoing driver education programs. The successful conduct of program is highly dependent on the instructor's effectiveness in providing guidance to the parents and students and in resolving conflicts (e.g., scheduling, content/approaches). Students and parents provided the input for this evaluation.

Test items were developed to measure these interactions.

RESULTS OF THE PILOT PROGRAM

Pre-Pilot Surveys

Parent Survey

Questionnaires were sent to parents of driver education students at the three schools participating in the study. The objective of the survey was to determine parents' attitudes toward driver education and to identify parents willing to participate in the pilot program. The questionnaires were sent to both the mother and the father. The responses were combined for presentation here, since their attitudes toward driver education and participation were very similar.

General opinions toward driver education are presented for each school in Table 4. The response patterns are similar across schools, with the majority of parents rating the driver education class as "good" or "excellent." A fairly large percentage had no opinion because they had not been previously exposed to the program.

Parents' previous experience in instructing their children to drive varied somewhat across schools, as shown in Table 5. Sixty percent of the parents at the suburban school (School S) had provided some previous experience. Somewhat fewer parents in the urban schools had given their children prior training: 45.7% and just 31.2% of the parents from

Table 4

Parents' Opinion of Driver Education[a]

(percent)

Opinion	School S (N=270)	School U-A (N=122)	School U-B (N=17)
Excellent	25.9	24.2	37.5
Good	28.1	29.2	37.5
Fair	.7	7.5	–
Poor	–	–	–
No Opinion	45.2	39.1	25.0
Total	99.9	100.0	100.0

Note: School S–Surburban School
School U-A–Middle-class Urban School
School U-B–Lower-class Urban School

[a] Not all parents responded to this question.

Table 5

Parents' Experience in Instructing Their Child to Drive

(percent)

Previous Experience	School S (N=270)	School U-A (N=122)	School U-B (N=17)
None	40.0	54.3	68.8
Less than 10 hrs.	28.0	11.2	12.5
10-20 hrs.	15.6	12.9	6.2
20-30 hrs.	6.2	10.3	–
More than 30 hrs.	10.2	11.2	12.5
Total	100.0	99.9	100.0

Schools U-A and U-B, respectively, indicated previous experience in teaching their child to drive.

Of the parents who had previous experience, 28% from the suburban school indicated that they had spent less than 10 hours instructing their child. For the urban schools the percentages were 11.2% and 12.5%. Parents spending more than 10 hours ranged from 18.7 to 34.4% across the three schools.

Over all, these results indicate that a fairly large percentage of parents have had little experience in instructing their children to drive. Also, more children living in suburbia receive in-car training, and more hours of in-car training, from their parents than do urban students.

To explore some of the attitudes parents have toward teaching their children to drive, parents were asked to respond to the question, "What do you think of the idea of parent participation?" Table 6 gives the percentage distribution of responses for each school. In general the responses were fairly similar across the schools, with a few exceptions. Most of the responses were positive toward the idea of parent participation.

Table 6

Parents' Attitudes Toward Parent Participation
(percent)

Response	Percent of Parents Agreeing With Each Statement		
	School S (N=270)	School U-A (N=122)	School U-B (N=36)
I think "parent participation" would help my child learn how to be a better, safer driver.	20.7	16.7	19.4
I would like to become involved in my child's education.	12.7	10.1	22.2
I think it would be helpful to my own driving.	8.4	9.1	16.7
I would like the opportunity to spend some more time with my child.	5.2	4.9	–
I think it is my responsibility as a parent.	23.4	21.6	22.2
I don't think the driver education classes in school can provide enough supervised driving practice time.	17.5	10.8	2.8
I don't think providing supervised driving practice is a parent's responsibility. The school should do it.	.2	.3	–
I don't think parents necessarily make good teachers.	8.1	12.9	11.1
I don't think schools have the right to ask parents to do this.	.3	.3	–
It wouldn't be fair to the children whose parents could not participate.	.3	2.8	–
I think the driver education classes in my child's school are good enough already.	.7	5.9	2.8
Other reason (specify).	2.3	4.5	2.8
Total	99.8	99.9	100.0

The most frequent response was to the item, "responsibility as a parent," which ranged from 21.6 to 23.4% across the schools. The second most frequent response was that it "would help my child to become a better driver," ranging from 16.7 to 20.7%. At the suburban school 17.5% of the parents indicated that driver education classes could not provide enough supervised practice time, while 10.8% at School U-A indicated this, and only 2.8% at School U-B thought this. Of the negative responses, from 8.1 to 12.9%

across the schools felt that parents "don't necessarily make good teachers." The frequency in remaining categories indicating some negative reaction to the concept of parent participation was very low.

In summary, parents feel—for a variety of reasons—that the concept of parent participation is useful for teaching their child to drive.

For those parents unable or unwilling to participate, responses to several items indicating their reasons for not participating are provided in Table 7. The primary reason given for not participating was "not enough time": 18.2% at School U-B, 24.5% at School S, and 27% at School U-A. Other frequent reasons were "I don't think my child and I would get along . . .," "I don't think I am qualified," ". . . would make me nervous." Relative to the parents from the suburban area, urban parents more frequently felt that the current driver education program was adequate. Probably reflecting differences in socioeconomic level and transportation availability, a higher percentage of parents from both the urban schools than parents at the suburban school indicated that they did not have a car or did not drive.

With the exception of parents who do not drive or own a car, many of the reasons given for not participating may provide some opportunity for change. Encouragement to

Table 7

Reasons Why Parents Were Unable or Did Not Want to Participate

(percent)

Reason	Percent of Parents Indicating Each Reason		
	School S (N=147)	School U-A (N=81)	School U-B (N=22)
I don't drive.	3.4	13.1	9.1
I don't have enough time.	24.5	27.0	18.2
I don't have a car.	.7	7.4	4.5
I don't think I am qualified to teach driving.	15.6	13.1	13.6
I don't think my child and I would get along in this situation.	11.6	3.3	13.6
I think supervising a student driver would make me too nervous.	12.2	9.0	13.6
I don't think it is my responsibility. The school should do it.	2.0	–	–
I would rather spend my spare time in another way.	3.4	–	–
I think my child will learn how to drive without my help, even though he/she will need more practice than what is given in the school driver education program.	4.8	10.6	9.1
I think my child will learn all he/she needs to know in the school driver education program.	6.1	10.6	13.6
Other reason.	15.6	5.7	4.5
Total	99.9	99.8	99.8

parents through discussions, educational materials, and information on the current status of driver education programs (e.g., staff, resources, time) may induce more parents to participate.

Student Survey

Before conducting the pilot program, students were surveyed to determine their attitudes toward parent participation. In addition, students were asked how much driving experience they had gained with parents and/or others prior to the start of the driver education course.

Tables 8 and 9 give the percentage distributions for the item responses for each school surveyed.

Table 8

Students' Attitudes Toward Parent Participation and Previous Experience
(percent)

Student Response	School S (N=109)	School U-A (N=101)	School U-B (N=62)
Attitude Toward Parental Assistance			
Said they would really like to practice with their parents	60.6	28.7	25.8
Said it would be OK	35.8	46.5	41.9
Said they would not like to practice with their parents	3.6	24.8	32.2
Student Perception of Parent Attitude			
Thought that both parents would like to help with practice	45.3	27.1	19.4
Thought their father would like to help with practice	25.4	18.8	5.5
Thought their mother would like to help with practice	11.2	20.8	5.5
Did not know if their parents would like to help with practice	17.1	19.8	29.0
Specified that either their father and/or mother would not like to help with practice	–	13.5	16.1
Rather Practice With Someone Else			
No	65.0	28.6	27.4
Yes	35.0	71.4	72.6
Reported Driving Time			
Reported no driving experience	50.9	53.5	25.8
Reported 1-5 hours driving experience	34.3	22.2	45.2
Reported 6-10 hours driving experience	4.6	7.1	11.2
Reported 10-20 hours driving experience	2.0	1.0	6.4
Reported more than 20 hours driving experience	8.2	16.2	11.3
Person With Whom Driving Experience Gained			
Father	37.5	26.4	14.5
Mother	25.0	18.0	8.1
Self	11.7	19.4	17.7
Other Relative/Other	25.8	36.1	59.7

Table 9

Students' Preferences for Others With Whom They Have Practiced or Would Like to Practice

(percent)

Student Response	School S	School U-A	School U-B
Person (other than parent) With Whom Student Would Rather Practice	(N=40)	(N=66)	(N=45)
Other Relative	42.5	31.8	26.7
Friend	27.5	34.8	33.3
Driver Education Teacher	15.0	10.6	11.1
Other	15.0	22.7	28.9
Person (other than parent) With Whom Driving Experience Gained	(N=32)	(N=29)	(N=38)
Other Relative	43.8	31.0	50.0
Friend	56.2	44.8	36.8
Driver Education Teacher	–	10.3	5.3
Other	–	13.8	7.8

Attitude Toward Parent Participation. Students at School S appear to have the most positive attitudes toward parent participation: Over 96% indicated that participation would be "OK" or that they would "really like" parents to participate.

In contrast, School U-A and U-B students responded somewhat less positively to the idea. Only 67 to 75% of the students from these two schools indicated it would be "OK" or that they would really like parents to participate, while 25 to 33% indicated that they would "not like" parents to participate.

Approximately half of the students at the suburban school thought both parents would participate, while 27% and 19% for the urban schools, U-A and U-B, thought that their parents would participate. Other differences among the schools were reflected in the differences in which parents would be willing to help. Twenty-five percent of School S students thought that only their fathers would be willing to help. Some 18.8% of the School U-A students and only 5.5% of School U-B students thought only their fathers would be willing to help. None of the School S students thought that one of their parents would not help, while 13.5% and 16.1% of the students from the urban schools thought that one of their parents would not help.

Sixty-five percent of the students at the suburban school preferred to practice with their parents, while slightly larger percentages at School U-A (71.4%) and School U-B (72.6%) would rather practice with someone else. Table 9 presents the students' preferences for others with whom they have practiced or would like to practice. Generally, those students preferring other help preferred another relative or friend.

Prior Experiences of Students. Approximately half of the students at Schools S and U-A reported no prior driving experience, while a much greater percentage at School U-B reported at least 1-5 hours (45.2%) (see Table 8). Thereafter those driving more than six hours were similar when comparisons were made across the three high schools.

Students reporting that their experience was gained through the help of their father were distributed as follows: School S (37.5%), School U-A (26.4%), and School U-B (14.5%).

Help from others—primarily from other relatives and friends—was highest at School U-B (59.7%), second highest at School U-A (36.1%), and lowest at School S (25.8%).

Over all, these results indicate that parental involvement is perceived to be a positive experience by students at School S, while much less so at the urban schools. Previous driving experience also supports this finding: 62.5% of parents had been involved for School S students, while 44.4% and 22.6% parents had been involved for School U-A and School U-B.

Requests for Parent Participation

Subsequent to the preliminary findings in the parent and student surveys, requests for a formal pledge for participation in the study were mailed to the parents. Participation was requested from all parents of students enrolled in driver education during the semester in which the study was conducted.

The levels of participation were not as high as had been hoped. Table 10 presents a breakdown of the participation data. Participation was greatest in the suburban school (School S), where about 31% of the parents requested did pledge and participate in the study. At the urban schools the level of participation was very low. Only two percent of the parents originally solicited followed through by participating in the study.

Table 10

Level of Participation in PAIRED Program

	Model Program		Materials Only Program		Total	
School	N	%	N	%	N	%
School S						
Requested to Pledge	38	–	56	–	94	–
Pledges Received	17	44.7	30	53.6	47	50.0
Participated in Program	14	36.8	15	26.8	29	30.8
School U-A						
Requested to Pledge	–	–	45	–	45	–
Pledges Received	–	–	10	22.2	10	22.2
Participated in Program	–	–	1	2.2	1	2.2
School U-B						
Requested to Pledge	–	–	61	–	61	–
Pledges Received	–	–	5	8.2	5	8.2
Participation in Program	–	–	1	1.6	1	1.6

Knowledge and Performance Testing

A comparison of the model program (MP), materials only (MO), and control subjects on driving knowledge tests and on-road performance tests was initially planned for this project. The objective of this phase was to determine whether the modes of instruction differed in effectiveness in improving knowledge and skill. Although knowledge and performance tests were administered to students assigned to the various instructional modes, inadequate samples on these tests precluded a meaningful analysis of the data. The problems, described in the methodology section of this chapter, included scheduling conflicts and delays. The data are presented in Table 11.

Table 11

Driving Knowledge Test and Performance Measures

Tests	School S		School U-A		School U-B	
	N	Score	N	Score	N	Score
Knowledge Pre-Test						
Treatment						
MP	17	72.7[a]	–	–	–	–
MO	29	69.7	8	67.0	4	53.0
Control						
MO	39	87.1	13	61.5	3	53.3
All Others[b]	–	–	18	54.1	33	47.5
Knowledge Post-Test						
Treatment						
MP	8	86.5	–	–	–	–
MO	8	89.3	6	90.7	–	–
Control						
MO	–	–	7	80.0	–	–
All Others	–	–	15	76.3	–	–
On-Road Performance						
Treatment						
MP	5	10.4[c]	–	–	–	–
MO	13	11.0	1	5.0[d]	–	–
Control						
MO	–	–	9	1.4	–	–
All Others	–	–	9	2.8	–	–

[a] Percent correct out of 50 questions.
[b] Students who were in driver education but not the PAIRED Program.
[c] Number of errors in 42 items.
[d] Number of errors in 49 items.

Knowledge Tests

Both pre- and posttests were planned for all schools. However posttests were not obtained for School U-B. In addition, rather dramatic reductions in samples were experienced at the other two high schools.

On pre-knowledge tests, School S (the affluent suburban school) tended to have the highest scores, School U-A the second highest, and School U-B the lowest. These results probably reflect differing socioeconomic status in the school districts studied. On posttests the knowledge tests scores increased (mean percent count) for both Schools S and U-A. Since there were large reductions in samples, however, statistical tests were not computed. Of those groups with posttests, correct responses ranged from 76 to 90%. The increase in knowledge scores from pre- to posttest ranged from 13 to 24%.

On-Road Performance Tests

Although not enough scores were obtained from the on-road performance tests to warrant statistical analysis, the experience gained from the conduct of the test is worth noting. Previous studies have found it difficult to administer an adequate on-road test. The difficulties have included problems in (a) designing a form readily useable during the "live", on-road test situation, (b) keeping maneuvers to a reasonable number while ensuring adequate testing, and (c) keeping the time required for the on-road test to a reasonable time (i.e., 1/2 hour or less). The project succeeded in developing a test of a reasonable number of driving tasks. However, on-road instructors who carried out the testing faulted the test sheet as being difficult to use while also trying to watch the road and give the student proper instructions for the next maneuver.

Also—despite the fact that the courses had been driven by the consultants—in the practical situation, the test and a period for debriefing the student after the test ran to almost an hour, twice the time anticipated.

Parents' Reaction to Program Materials and Meetings

Upon completion of the pilot program, participating parents were asked to evaluate the instructional materials and meetings and to give their overall impression of the program.

The responses of MP and MO groups to the materials used in the program are compared in Table 12. The majority of responses were highly favorable toward the various instructional materials. Generally, the parents in the MP group were more favorable toward the materials than the parents participating in the MO group. For example, 57.1% of the MP parents "strongly agreed" that the materials were a great help, while 35.7% "agreed" that they were a great help. In contrast only 11.1% of the MO parents strongly agreed, while 66.7% simply agreed. Almost all of the parents in the MP group either strongly agreed or agreed that the Instructional Cards (Appendix D) were helpful (86.6%), easy to understand (100%), and easy to use (93.3%). Slightly less positive responses were indicated for the MO group, as shown in Table 12.

Again, similar patterns were found where parents were asked to evaluate the *Parent Handbook* (Appendix C). All of the MP parents indicated that it was easy to understand, and 85.7% either agreed or strongly agreed that it was helpful. In comparison, 87.5% of the MO parents simply agreed it was easy to understand, and 77.8% either agreed or strongly agreed that it was helpful.

Similar responses were obtained in evaluation of the Fact Sheets (Appendix E). A greater percentage of both groups had no opinion as to the helpfulness of the Fact Sheets compared to other instructional materials. However, responses were generally favorable, with the MP and MO groups either agreeing or strongly agreeing that the materials were helpful. The responses for MP and MO, respectively, were: "helpful" (71.3%, 66.6%), and "easy to understand" (80%, 77.7%). The checklists were rated similarly for MP and MO (93.4%, 88.8%).

In summary, those parents participating in either the MP or the MO program had a highly favorable reaction to the instructional materials. The MP group was slightly more favorable than the MO group. The reason for this may lie in closer interactions between the instructors and parents for the MP group, as well as in the three meetings which included explanation and discussion of the materials.

Participation in the MP meetings was excellent. Fifteen parents attended the first meeting, 13 the second, and 14 the last meeting. Table 13 summarizes the reaction of parents who attended the meetings.

Mixed feelings were indicated on the question of whether the first and last meetings were the only ones needed. All parents agreed or strongly agreed that all meetings were

Table 12

Parents Reactions to Parent Participation Program Materials

(percent)

Parent Response	Treatment Group	Strongly Agree	Agree	No Opinion/ Disagree
General Reaction				
The program materials were a great help to me in helping my child learn to drive.	MP[a]	57.1	35.7	7.2
	MO[b]	11.1	66.7	22.2
The program materials helped my child in learning how to drive.	MP	50.0	35.7	14.3
	MO	22.2	66.7	11.1
Instructional Cards				
The Instructional Cards were very helpful.	MP	53.3	33.3	13.4
	MO	22.2	55.5	22.2
The Instructional Cards were easy to understand.	MP	53.3	46.7	–
	MO	22.2	66.7	11.1
The Instructional Cards were easy to use.	MP	60.0	33.3	6.7
	MO	22.2	66.7	11.1
Parent Handbook				
The Parent Handbook was easy to understand.	MP	40.0	60.0	–
	MO	–	87.5	12.5
The Parent Handbook was very helpful.	MP	28.6	57.1	14.3
	MO	11.1	66.7	22.2
Fact Sheets				
The Fact Sheets were very helpful.	MP	14.2	57.1	28.6
	MO	22.2	44.4	33.3
The Fact Sheets were easy to understand.	MP	20.0	60.0	20.0
	MO	22.2	55.5	22.2
Checklists				
The checklists were easy to use and understand.	MP	26.7	66.7	6.7
	MO	33.3	55.5	11.1

[a] MP Students, N=15
[b] MO Students, N=9

worthwhile. The majority of parents (83.3%) felt that the meetings were necessary in addition to the materials. Again, the majority of parents felt the driver education instructors were well prepared and helpful in answering questions. Over 90% of the parents thought it was helpful to hear the questions and problems of other parents.

There were mixed feelings about student participation in the meeting: 26.6% of the parents agreed or strongly agreed, 40.0% disagreed or strongly disagreed, and 33.3% had no opinion.

Table 13

Reaction of Parents to Parent Participation Meetings: MP Only

(percent)

Statement	Percent of Parents Who Attended Meetings[a]				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The first and last meetings were the only ones needed.	–	9.1	18.2	72.7	–
All meetings were worth attending.	57.1	42.9	–	–	–
The materials made the meetings unnecessary.	–	8.3	8.3	66.7	16.6
The meetings spent too much time to cover too little material.	–	–	15.3	76.9	7.7
The instructor was well prepared for the meeting.	66.7	26.7	6.7	–	–
The instructor was helpful and willing to answer questions.	85.7	14.3	–	–	–
It was helpful to hear the questions and problems of other parents.	40.0	53.3	6.7	–	–
It would be an improvement to the program to let students as well as parents participate in the meetings.	13.3	13.3	33.3	20.0	20.0

[a] Fifteen parents responded to questionnaire.

In summary, the parents attending the meetings indicated that the meetings were worthwhile and were a useful supplement to receiving the materials. Most felt it was useful to hear the questions and problems of other parents, but there was no consensus on whether students should also attend the meetings.

A series of evaluation questions were also administered to both the MP and the MO parents. The questions explored specific experience with their children as well as a general perspective of driver education and the parent participation program. These results are presented in Table 14.

Similar to previous responses on the materials, the MP parents tended to reflect a higher positive response to the overall program. Apparently the meetings were very useful in coordinating the parental participation efforts. For example, 60% of the MP parents strongly agreed that the driver education program was a good program while only 33.3% of the MO parents indicated that they strongly agreed. Similarly, 66.7% of the MP parents strongly agreed with the statement that driver education instructors "do a good job" while 37.5% of the MO parents strongly agreed. As expected, 93.3% of the MP parents either strongly agreed or agreed that the instructors were helpful while 88.8% of the MO parents indicated no opinion.

Inspection of other items consistently shows the tendency for the MO group to be more receptive to the program. For example, 66.7% of the MP parents strongly agreed that they learned "good things about safer driving" while only 22.3% of the MO strongly agreed.

Table 14

Comparison of Comments on Program by MP and MO Treatment Groups
(percent)

Statement	Treatment Group[a]	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I did not have enough time to help my child learn to drive.	MP	–	25.0	–	50.0	25.0
	MO	14.2	–	14.2	42.9	28.4
My child and I didn't get along very well while I was helping him/her to learn to drive.	MP	–	–	6.7	20.0	73.3
	MO	–	–	11.1	33.3	55.6
I had a lot of problems helping my child learn to drive.	MP	–	–	–	33.3	66.7
	MO	–	–	–	44.4	55.6
I wonder whether my child is mature enough to be a good driver.	MP	6.7	13.3	6.7	33.3	40.0
	MO	–	11.1	–	22.2	66.7
I don't know enough about good driving habits to teach my child.	MP	–	–	–	60.0	40.0
	MO	–	–	–	22.2	77.8
The driver education instructors at my child's school do a good job at teaching driving.	MP	66.7	26.6	6.7	–	–
	MO	37.5	37.5	25.0	–	–
The driver education program at my child's school is a good program.	MP	60.0	33.1	6.7	–	–
	MO	33.3	55.6	11.1	–	–
The driver education instructors at my child's school have been willing to help and answer my questions about the program.	MP	53.3	40.0	–	6.7	–
	MO	11.1	–	88.8	–	–
Most parents I know would be very willing to help teach driving to their children.	MP	–	57.1	35.7	7.1	–
	MO	–	33.3	55.6	11.1	–
I learned some good things about safer driving by helping my child learn to drive.	MP	66.7	33.3	–	–	–
	MO	22.3	33.3	–	44.4	–

[a] MP, N=15; MO, N=9.

The majority of parents in either program tended to feel that their child was mature enough to be a good driver, and disagreed that there were problems in "getting along" in helping their child to drive. Less than 30% of the parents in either program felt that they didn't have enough time to help their child learn to drive.

The results of parents' evaluation of materials and meetings and their general reaction to the program are positive. Participating in the meetings appeared to be a key element in improving attitudes toward the program as well as clarifying the use of the instructional materials. In fact almost half of the parents (46%) felt the meetings should be expanded.

Student Evaluation of Parental Participation

Students whose parents received materials and attended the meetings (the MP group) had very favorable attitudes toward their parents' participation. Table 15 summarizes the student responses. All or most students thought that the experience was enjoyable for them as well as their parents. Most students also felt that their own and their parents' driving habits improved. Rapport between students and parents was good; none of the students felt that their parents became impatient. Also, only one student indicated a conflict between what a parent taught and the driver education instructor. No student agreed with the statement that parents should learn to be less critical, and four had no opinion; the remainder of the students disagreed.

Table 15

Students' Reaction Toward Their Parents' Participation: MP Students, School S[a]

(percent)

Statement Concerning Parent Participation	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Practice with my parent(s) was enjoyable.	33.3	66.7	–	–	–
My driving improved very much due to practicing with the help of my parent(s).	75.0	16.7	–	8.3	–
When practicing with my parent(s), they disagreed with what my driver education instructor taught me.	–	8.3	8.3	33.3	50.0
When practice driving with my parent(s), they became impatient with any mistakes I made.	–	–	8.3	58.3	33.3
My parent(s) should learn to be more helpful and less critical when helping me to practice.	–	–	33.3	33.3	33.3
My parent(s) learned as much about good driving habits as I did from my practice driving.	8.3	58.3	16.7	16.7	–
I think my parent(s) enjoyed helping me practice.	16.7	66.7	16.7	–	–

[a] N=12

In another question, not presented in the table, 10 out of 12 students, or 83.3%, disagreed with the statement that they could have learned to drive more easily without anyone in the car.

Of the 12 MP students, four also received practice driving with a commercial driver education instructor. A similar pattern of positive response occurred with instructors and parents. Of the four who received additional instruction, all agree that the instructors helped improved their driving. These responses are presented in Table 16. Since the number of responses was limited, the numbers of students rather than percentages are presented.

Table 16

Students' Reaction to Practice With an Instructor

Statement	Strongly Agree		Agree		No Opinion		Disagree		Strongly Disagree	
	School S	School U-A	School S	School U-A	School S	School U-A	School S	School U-A	School S	School U A
My driving improved very much due to practicing and with the help of the instructor.	2[a]	2	2	3	–	–	–	–	–	–
When practice driving with the instructor, he became impatient with any mistakes.	–	–	1	1	–	–	3	2	–	2
The instructor should learn to be more helpful and less critical when I am practice driving.	–	–	–	–	1	–	1	2	2	3

[a] Numbers are used instead of percentages because of the small sample (School S, N=4; School U-A, N=5).

Table 16 also presents a students' evaluation of instructors at School U-A (MO). All students agreed that instructors were helpful. Although one student indicated that an instructor became impatient, all disagreed that instructors should learn to be more helpful and less critical.

Over all, student ratings of the learning-to-drive experience, whether with parents or with instructors, were highly favorable. Most felt that they did require some guidance and help in learning to drive.

Chapter 4

CONCLUSIONS

DISCUSSION OF RESULTS

This study did not provide conclusive results regarding the viability and effectiveness of parent participation driver education programs. In the suburban school where participation and attitudes regarding the program were highest, only a third of the parents solicited actually participated. Further the data gathered did not demonstrate significant differences in knowledge or performance between students whose parents participated and those who did not. On the other hand, participating parents and students were very enthusiastic about the program and the students felt their driving improved as a result of their parents' participation.

The parent participation program was not successful in an inner-city school, and only somewhat successful in another urban school. Although the data were insufficient to directly explain the reasons for this result, it is conjectured that lower rates of automobile ownership, scarcity of appropriate practice areas, and greater dependence on mass transit systems all play a role in the urban school low level of participation.

Even at the suburban school the level of participation was not nearly high enough to propose using the PAIRED Program in place of instructor-supervised on-road training. The program should be provided as an option to provide the student with more structured, well-designed, on-road practice prior to licensing.

The program cannot totally replace on-road driving experience with a professional instructor for several reasons. First, as mentioned above, not all students have parents willing (or able) to provide on-road supervision, with or without the aid of a well-structured program. Second, for those students whose parents are unwilling or unable to assist, few surrogates exist. Parents are—for the most part—only willing to work with their own children. Community service organizations, even when inclined to cooperate, do not have the resources to support the program. Third, few parents feel qualified to perform advanced car handling maneuvers, at least not unless they themselves would receive further training.

Obtaining participation from parents on a broad scale is difficult. In this study, participation was solicited through form letters from the driver education instructors to parents. These letters were followed up with solicitations directly from HumRRO. To those who agreed to participate, letters were mailed regularly, reminding them of meetings, explaining the importance of their cooperation, and urging their continued support. Presumably, even greater efforts would be necessary to persuade a majority of parents to participate.

The parents who participated in the meetings were highly motivated at the start and continued their high level of participation. Perhaps this was simply a matter of "self-selection" by the parents; that is, the parents who volunteered to attend meetings may have been those who generally are more involved in their children's education. There was no way to test this. In any event, parents who participated in the model program, attending meetings as well as using the materials, maintained a high level of interest and enthusiasm in the program. Both the data from the surveys and pilot test and the observations of the project staff made at the meetings with the parents support this view.

A comment made at one of the meetings, and agreed to by a number of the parents there, made the point that the instructional materials provided the necessary information for the parent to act as an authority in the eyes of the student. In other words, parents felt that the materials provided the device to cut through normal parent-teenager communication problems, allowing the parent to function effectively as a trainer. This point may be one of the most important to come from the pilot test of the model program.

The materials developed for the parents' use were rated by parents as easy to understand and useful in instructing their children. The informal comments of the instructors also were very commendatory. The primary problem as stated by the parents in using the materials was that there was inadequate time available to conduct practice sessions for all maneuvers on all the checklists. Although the parents had the checklists for almost three months, few were able to get completely through the practice sessions required for the maneuvers on the first two of the three checklists. Thus, it may be that use of the materials should be extended over a longer period of time (e.g., six months). This time extension would require a slight modification in the implementation of the PAIRED Program which is discussed in the next section.

The only other problem had to do with the on-road performance testing. There seems to be no easy way to have an instructor give directions, grade performance, and watch the road—all at the same time. A redesign of the on-road test may have alleviated this problem, but even with a simplified and abbreviated version based on HumRRO's previous experience in the field, the on-road test was difficult to administer.

So far it has been concluded that the PAIRED Program was successful and the materials very useful to participating parents. The primary qualification was the effort needed to gain participation of the parents. This was found to be more of a problem in the urban setting than in the suburban school. A second problem is the fact that few states would permit the program to be implemented free of restrictions. As reported earlier, there is a clear need for modification to many states' statutes regarding parent participation in driver education. Several states have statutes which would preclude use of the PAIRED Program (See Appendix B). A model piece of legislation has been proposed for consideration by those states.

IMPLEMENTATION CONSIDERATIONS

The principal problem in implementing a parent participation program is in gaining the support and involvement of the parents or parent surrogates. It is apparent from the percentages achieved in this study that a high percentage of participation requires more than letters to parents from driver education instructors and project administrators. Perhaps a large scale public relations effort on endorsement and direct involvement of school administration and parent groups may improve the rate of participation.

Once this basic problem is addressed, there are a number of alternative modes of implementation of the program. In this study the PAIRED Program was implemented concurrent with the school's driver training program. The decision to follow this plan was determined more by time restrictions on the pilot project than by other factors.

Some alternative plans for implementation which should be considered are the following:

(1) Coordinated versus uncoordinated practice schedules. Some consideration should be given to having parent supervised training be coordinated with classroom and on-road training, that is, implementing the program such that all training activities deal simultaneously with the same topics. The advantage is that particular skills and knowledge are focused on in all training activities and therefore may improve achievement

levels. However, a coordinated program would require strict adherence to the schedule by all participants—it would be difficult to enforce such adherence.

(2) Multiphase versus single phase plans. The current study was a single phase plan; that is, it called for parent-supervised practice to augment in-school training during the semester the student was enrolled in Driver Education (DE). An alternative is a parent program which is geared to the legal driving age rather than the student's ability to schedule DE. The program might be set up to provide materials to the parents even before the student reaches permit age.

The first phase would provide the basic rules of the road and other general information the student should know. Phase two would provide additional information and on-road practice cards. This phase would begin when the student is issued a permit. The third phase would begin when the student enrolls in DE. The school's on-road instructors' time would be focused on assessment and feedback to parents and students regarding what specific skills require additional attention in parent-supervised practice.

The multiphased plan has the advantage of reaching the student earlier in his driving education career before unstructured practice and poor driving habits can occur. The additional advantage is that it puts the DE instructor in the position of evaluator rather than trainer. He is free to identify critical problems in students' driving rather than use his time teaching fundamentals to all the students.

(3) Materials-only program versus materials and meetings program. The current study included a model program which involved three relatively structured but informal group meetings between an instructor and the parents. The meetings received good ratings but their specific contribution to the driving knowledge and skill of the student is unknown. An alternative plan is one in which no group meetings are held. Rather parents work with students using the materials as a guide. The only meetings are counseling sessions between the student evaluation instructor, the parent, and possibly the student. The sessions should be brief and concentrate on specific driving problems the student is having.

(4) Integrated versus non-integrated DE programs. One of the schools used in this study had separated classroom work on driver education and in-car work into two separate courses—a non-integrated program. Where this is done some adjustment in the parent participation program might be useful. For such a non-integrated program, a multiphased program as introduced above might be more appropriate. Introductory materials (Phase I) can be provided to parents during the in-class DE course which a student would take prior to receiving a permit. This would provide both the parent and the student with a sound orientation before in-car training.

The pilot implementation conducted as part of this project is not considered the only, or the ideal, plan for implementing parent participation programs. A number of variations are possible which may be more appropriate and more effective in subsequent use of program materials.

PROGRAM DISTRIBUTION AND DISSEMINATION

The intent in the project was to provide a plan for distribution of the PAIRED Program. Several methods were considered during the course of the project. One possible means of distribution was to enlist the cooperation of community volunteer service organizations. As discussed earlier, this approach does not appear to be viable because such organizations have few resources for such a program.

A second approach which was considered was the use of the materials in connection with a televised course on driver education. Such a course could be videotaped and presented on educational television. This strategy provides for the greatest potential for large scale distribution of the course materials, but also reduces the control of the driver education professional over the quality of the training. In essense the course becomes a self-paced, programmed instruction, type of course augmented by TV lecture presentations.

The advantages of using the course in this way are:

(1) Use by students both in and out of the public education system.
(2) An improvement over the unstructured, unprofessional instruction which many people still receive in learning to drive.
(3) Low cost to users and to sponsors of the course.

The disadvantages are:

(1) No control over the actual on-road instruction.
(2) No means of testing the skills and knowledge of the students before they take to the road with an "instructor" with unknown competence.

A third alternative is simply to advertise the course in its current form to state driver education directors and driver instructors. It would be feasible for NHTSA to make directors aware of the cause by means of a letter or brochure announcement. Driver instructors can be informed of the existence of the programs through announcements in routine public information media currently employed by the Administration.

Whatever means is subsequently used to disseminate the program, it is recommended that NHTSA implement a procedure to followup on schools implementing the program.

SUMMARY

This project developed a set of materials for use by parents in providing student drivers with on-road practice. The materials were then used in a pilot program in three high schools which varied in socioeconomic status. The results of the project did not demonstrate improved student driver achievement. The program was only minimally successful at getting and keeping parents involved in the program. Those parents and students who did participate in the program rated the program and materials very highly. Perhaps with some variation in the program's implementation and in the strategy for involving parents, the PAIRED Program might demonstrate its viability and effectiveness.

Despite the generally disappointing results of this study, the feedback from the parents who participated in the Model Program cannot be disregarded. There is still reason to believe that a parent participation driver education program may be a cost-effective and performance-effective program if parent recruiting and other implementation problems are better handled.

REFERENCES
AND
APPENDICES

REFERENCES

California Office of Traffic Safety. *Parent Participation in Driver Education: Curriculum Guide*, Revised Edition, Project No. 047202-112, January 1973.

California Parent Participation Project in Driver Education, Final Report, Office of Driver Education, California State Department of Education, 1973.

Central Minnesota Traffic Safety Center. *Parent Involvement in Driver Education: A Guide for the Behind-the-Wheel Lessons*, St. Cloud, Minnesota, 1973.

Colgan, Jr., Wesley. *Video Driver Analysis*, Santa Rosa City Schools, Sonoma County, California, 1972.

Gruber, Frank Joseph. *A Determination of Fundamental Concepts to be Used in a Parental Involvement Program in Driver Education and Their Relative Importance at the Secondary-School Level*, dissertation, Michigan State University, University Microfilms, Ann Arbor, Michigan, 1972.

McKnight, A. James and Adams, Bert B. *Driver Education Task Analysis, Volume I: Task Descriptions*, (HumRRO Technical Report 70-103, November 1970), U.S. Department of Transportation Technical Report HS 800 367, November 1970.

McKnight, A. James and Adams, Bert B. *Driver Education Task Analysis, Volume II: Task Analysis Methods*, (HumRRO Technical Report 72-13, April 1972), U.S. Department of Transportation Technical Report HS 800 368, November 1970.

McKnight, A. James and Hundt, Alan G. *Driver Education Task Analysis, Volume III: Instructional Objectives*, (HumRRO Technical Report 71-9, March 1971), U.S. Department of Transportation Technical Report HS 800 369, March 1971.

McKnight, A. James and Hundt, Alan G. *Driver Education Task Analysis, Volume IV: The Development of Instructional Objectives*, (HumRRO Technical Report 72-14, April 1972), Department of Transportation Technical Report HS 800 370, March 1971.

Riley, Mary C. and McBride, Robin S. *Safe Performance Curriculum for Secondary School Driver Education; Program Development, Implementation and Technical Findings*, HumRRO Technical Report 74-23, September 1974.

Santa Rosa City School Driver Education Department. *In-Car Lesson Guide for Parents*, Santa Rosa, California, October 1974.

St. Cloud, Minnesota Public Schools, *Parent Involvement in Traffic Safety Education Project—Final Evaluation Report*, prepared by Guardian Resource Development, Inc., 1973.

Washoe County School District, Reno High School (Nevada). *Student-Parent Participation Program in Driver Education*, Final Report, Office of Highway Safety, Federal Project DE 74-4103-1, 1973-1974.

Williams, John P. and Liu, Peter H. *Driving Behavior of Young Driver Education Graduates in South Carolina, Research Report No. 11*, Traffic and Transportation Center, University of South Carolina, 1973.

Wisconsin Department of Public Instruction. *Extended Driver Education Laboratory Enrichment Project, Applied Research Project Report*, Bulletin 9-169, Janesville, Wisconsin Public Schools, grant provided by the Automobile Safety Foundation, 1969.

Appendix A

SUMMARY OF OTHER PARENT PARTICIPATION DRIVER EDUCATION PROGRAMS AND PROJECTS

Appendix A

SUMMARY OF OTHER PARENT PARTICIPATION DRIVER EDUCATION PROGRAMS AND PROJECTS

COMMERCIAL PARENT PARTICIPATION PROGRAMS

Performance Driving is a booklet designed by Bumpa-Tel, Incorporated to guide and assess student driving practice.

The authors described the book as "an educational system which is directed toward the formulation of habits, skills, and responses required in driving. Within the system of learning, the student has the opportunity to study the specific procedure, to analyze the reasons for each action, and to evaluate themselves in terms of understanding the activity." The booklet is for use by the parent-instructor as well as the student. Each unit of instruction ends with a performance assessment sheet to be used by both the parent-instructor and the student. In the assessment sheets, space is provided for the evaluation of three trips for each lesson.

The booklet is divided into four performance units, each of which is further divided into "instructional concepts".[1]

UNIT I—Basic Performances of Control. Unit objective—the driver will identify and operate the gauges, controls, and safety devices of the vehicle and perform the proper procedures and skills for the basic driving tasks. Lessons included in this unit are:

- Vehicle Familiarization
- Pre-Drive and Starting Vehicle
- Entering Traffic
- Left Turn
- Right Turn
- Braking
- Securing Vehicle
- Backing

UNIT II—Traffic Interaction Performances. Unit objective—the driver will demonstrate the proper procedures and skills required in interaction with other drivers. Lessons included in this unit are:

- Intersecting
- Following
- Being Followed
- Lane Changing
- Passing
- Being Passed
- Merging and Exiting

---

[1] Bumpa-Tel, Inc. *Performance Driving*, Parent/Student Home Study Guide, P.O. Box 611, Cape Girardeau, Missouri 63701.

UNIT III—Maneuvers. Unit objective—the driver will perform various parking and turnabout maneuvers in various and appropriate locations. Lessons included in this unit are:

- Angle Parking: Entering-Exiting
- Parallel Parking: Entering-Exiting
- Up-Down Hill Parking
- Turnabout
- U Turn

UNIT IV—Effective Decision Making for Driving. Unit objective—the driver will evaluate the human functions of decision making (identify, predict, decide, execute) and determine methods to incorporate them in the driving performances. Lessons included in this unit are:

- Identifying Driving Hazards
- Predicting Driving Behavior
- Deciding Driving Responses
- Executing Driving Maneuvers

STATE AND LOCAL PARENT PARTICIPATION PROGRAMS

Several state and local governments have developed Parent Participation Programs in driver education. These programs are reviewed here in outline form. The material used in the course and the major emphasis of the material are described.

CALIFORNIA

State

The state of California developed a 100-page curriculum guide for use in its Parent Participation in Driver Education pilot project.[1] The instructional guide covers four two-hour sessions. For each concept taught, the guide gives: (a) the concept, (b) performance objectives, (c) parent learning activities, and (d) teacher management. The curriculum guide is organized as follows.

Session One. Role of the parent in the Parent Participation Program, and the parent's and student's legal responsibilities in driving. The concepts covered in this session are:

- The Parent's Role in Driver Education
- Current Traffic Problems
- Student Need for Driving Experiences
- Child-Parent Partnership—Providing Driving Experiences
- Progression in the Learning Process
- Driver's License Requirements and Driver Responsibilities
- The Driving Privilege—The Responsibilities of the Minor Driver and the Parent
- Pre-Entry Level Skills in the Highway Transportation System
- Introduction to Driving Skills

---

[1] California Office of Traffic Safety. *Parent Participation in Driver Education: Curriculum Guide.* Revised Edition, Project No. 047202-112, January 1973.

Session Two. Review of basic manipulative and perceptual skills taught in the laboratory phase of driver education, and guidelines for supervising the child's practice of these skills. The concepts covered in this session are:

In-Car Parent-Child Relationships
The Parent Lesson Plan Cards
Entry-Level Skills in the Highway Transportation System
Car Control
IPDE Functions and Safe Lane Changes
Intersectional Turnabouts
Defensive Driving Tactics

Session Three. Review of more complex manipulative and perceptual skills taught in laboratory phase of driver education and guidelines for supervising the child's practice of these skills. The concepts covered in this session are:

Speed Control in Highway Driving and Following Distance
Decision Making in Complex Traffic Situations
City Driving Tactics, and Parallel and Angle Parking
The Dynamics of the Traffic System
Driving Under Emergency Situations

Session Four. Defensive driving and its relevance to the driving task. The concepts covered in this session are:

Freeway Driving
The Safe Operation Concept in the Highway Transportation System
The Driving Record
The Negligent Operator and the DWI Driver
Driver Improvement
Emergency Driving Procedures
The Parent's Role and Responsibility in the Continuing Program of Driver Education

An evaluation of this pilot project is contained in the literature review section of this report.

Local

The Santa Rosa, California City schools use the California state curriculum guide (just described) in their Parent Participation in Driver Education program. The materials also contain: (a) course outline (parents' version and instructors' version); (b) three booklets—parents' guidelines for supplementary driving practice, in-car lesson guide for parents, and a booklet describing a program using portable videotape equipment; (c) bumper sticker; and (d) a parent participation questionnaire (five questions on a 3x5 card). A brief description of the primary materials used in the course follows.

Curriculum Guide—California Parent Participation Program. Instructional guide for four two-hour sessions:

Session One—Role of parent in Parent Participation Program, and parent's and student's legal responsibilities in driving.

Session Two—Review of basic manipulative and perceptual skills taught in laboratory phase of driver education, and guidelines for supervising child's practice of these skills.

Session Three—Review of more complex manipulative and perceptual skills taught in laboratory phase of driver education and guidelines for supervising child's practice of these skills.

Session Four—Defensive driving and its relevance to the driving task.

Course Outline. Describes course objective and lists topics for three classroom sessions and four off-street laboratory sessions.

Instructor's Outline.[1] Same topic outline for classroom sessions but includes notes to the instructor ("Points to Remember").

In-car Lesson Guide for Parents. Developed locally for Santa Rosa City Schools.[2] Contains general guidelines for parents when providing supplementary driving practice and the following 11 in-car lessons:

Lesson 1—Moving the Car Forward and Backward. Pulling Over and Away from Curb.
Lesson 2—Left and Right Turns at Intersections. Crossing Open, Uncontrolled Intersections in Residential Areas.
Lesson 3—Review of Left and Right Turns in Residential Areas. IPDE. Introduction to Light Traffic. Simple Lane Changes.
Lesson 4—Turnabouts. Application of IPDE in City Traffic.
Lesson 5—Driving at Higher Speeds.
Lesson 6—Lane Changes, Passing, and Crossing Major Intersections in Faster, Heavier Traffic. Angle Parking.
Lesson 7—Intersectional Turns in Heavy Traffic. Hill Parking.
Lesson 8—Solving Problems in Heavy Traffic. Including One-Way Streets. Parallel Parking.
Lesson 9—Freeway Driving.
Lesson 10—Final Road Check in Traffic.
Lesson 11—Special Driving Situations.

Guidelines for Parents When Providing Supplementary Practice Driving.[3] Gives 17 tips on how to supervise practice driving sessions. Also includes a list of "Common Pupil Errors," for each driving maneuver.

A Guide for Safe Vehicle Operation. A locally prepared booklet covering basic driving maneuvers as well as tips on driving under adverse conditions and a section on what to do in case of an accident. The information is presented in a step-by-step or "checklist" format and includes the following topics: Basic Procedures, What is I.P.D.E.?, Turns, Lane Change, Country Driving, Turnabouts, Parking, Hills, Freeway, Adverse Conditions, Accidents, and Standard Shift Vehicle.

Video Driver Analysis. A program employing portable video tape equipment to analyze driving skills was developed in the Santa Rosa City Schools. This booklet describes the program and the results of two evaluations (1971 and 1972). The section headings are: The Use of Video Tape, Parent Communication, Background—Video Driver Analysis, Results of 1971 Evaluation, Discussion of 1971 Evaluation, Results of 1972 Evaluation, Discussion of 1972 Evaluation, Recommendations, Appendix A—Samples of Evaluation, Appendix B—Sources of Testing Instruments.

A discussion of the results of the parent involvement in the video taped program appears in the literature review section of this report.

---

[1] Santa Rosa City Schools. *Parent Participation in Driver Education*, Instructor's Meeting Outline, Santa Rosa, California.

[2] Santa Rosa City School Driver Education Department. *In-Car Lesson Guide for Parents*, Santa Rosa, California, October 1974.

[3] Santa Rosa City Schools. *Guidelines for Parents When Providing Supplementary Practice Driving*, Santa Rosa, California.

CONNECTICUT

State

The state of Connecticut Parent Involvement Program is based on the premise that practice of basic concepts is essential prior to the learning of succeeding concepts and that without this practice, achievement is minimal.

The program package contains these materials: (a) in-car lesson guide, (b) letters to parents, (c) signed parent agreement and (d) course outline. All materials are mimeographed. A description of each follows. The lesson guide description covers only Lesson One as an example of the material in the guide.

In-Car Lesson Guide—Lesson One. This covers the following:

- Starting Procedures
- Tracking Control
- Intersection Approach
- Left Turns
- Right Turns
- Signals
- Parking at Curb
- Y-Turn
- Backing
- Forward Parking
- Reverse Parking
- Intersection Turns
- Securing Vehicle

Letter to Parents. Emphasizes the importance of parent-supervised driving practice. Explains to the parent that, "without practice, achievement will be minimal. If you cannot provide practice for your son/daughter, we would not recommend that they enroll in the behind-the-wheel phase of our program."

The letter also explains the use of the in-car lesson guides. It states that the guides, which are given to the student after each lesson, indicate: "1) areas of instruction which need to be improved; 2) the area where the practice of skills should take place; and 3) the amount of time that should be spent in practice."

Signed Parent Agreement. Describes the behind-the-wheel phase of the driver training program, the cost of the program ($53.00), and the legal aspects of providing practice time. The parent is asked to check whether or not he or she will provide practice in the designated area, for the time recommended after each driving lesson. The parent must then sign and return the agreement.

Driver Education Course Outline. The preliminary statement indicates that with parent-supervised driving practice, students receive 20 or more hours of experience at license examination time. Students would receive only six or seven hours of experience without such practice. The course is divided into four units and nine lessons:

Basic Driving Skills

Lesson 1 -	Starting, Stopping, Turns, Backing, Parking.
Lesson 1B -	Special session for students who need more than one hour for basic skills.
Lesson 2 -	Speed control on hills and curves; Interacting with other drivers.
Lesson 3 -	Multiple Lanes, Traffic Lights, Pedestrians, Basic Decision Making.
Lesson 4 -	Re-evaluation of concepts taught in Lesson 3.

Intermediate Tasks

Lesson 5 -	Driving in unfamiliar situations; Intermediate decision making; Basic emergency procedures.

Intermediate Tasks—*Continued*
Lesson 6 - Driving in unfamiliar night time situation; Pedestrian control; Emergencies.
Lesson 7 - Final Evaluation.

Driver License Exam (Optional)
Lesson 8 - Expressway Driving (70-90 mile trip); Advanced Decision Making.

Post Course Experience (Optional)
Lesson 9 - Advanced Driver Workshop: Skill Courses, Emergencies, Skid Control, Evasive Maneuvers, Advanced Decisions.

MINNESOTA

State

Parent Involvement in Driver Education: A Guide for Behind the Wheel Lessons.[1] The Minnesota Parent Participation Programs in driver education were funded through the Quality Education Program. There are 32 such programs in the state. The guide booklet for the program suggests that "driver education, as it is known today, needs to be extended both in time and the number of traffic situations the child is allowed to experience. The involvement of parents educationally is a necessary and natural way to proceed."

The material for the program consists of a single booklet—"A Guide for Behind the Wheel Lessons." A summary of the booklet follows:

The Meaning of Learning—Discusses learning and teaching concepts as they apply to driver education.

Evaluation and Grading—Emphasizes that "evaluation is not an end in itself but a means to an end. Stresses the use of performance objectives in evaluation. The section offers several suggestions for student evaluations (e.g., evaluate and measure all behavioral outcomes that driver education strives to develop, students and parents should be clearly informed of grading criteria, students should be given periodic feedback on their progress, etc.). The section closes with a discussion of the importance of developing the decision-making capability of young drivers.

Instructions to Parents—Gives the parents general guidelines for conducting practice driving sessions. The section includes a checklist of essential driving procedures (Starting Chain, Leaving the Curb, Parking Chain) that should be memorized and ritualized by the students. Describes the "Smith System": 1) Aim high in steering, 2) Keep your eyes moving, 3) Get the big picture, 4) Leave yourself an out, and 5) Make sure they see you.

Lesson Plans for Parent-Supervised Practice Driving—The skills to be practiced during the parent supervised lessons are outlined in eight lessons:

Lesson 1 - Residential Driving (Turns, intersections, and stopping).
Lesson 2 - Lane Changes
Lesson 3 - Downtown Traffic, Railroad Crossings
Lesson 4 - One-way Streets, Backing
Lesson 5 - Multi-lane Highway Driving
Lesson 6 - Parking and Turns
Lesson 7 - Night Driving
Lesson 8 - Review and Practice for Weak Areas

Evaluation Procedures—Parents are asked to evaluate each lesson using a Lesson Evaluation Report provided for that purpose. Each lesson has eight spaces for evaluation.

---

[1] Central Minnesota Traffic Safety Center. *Parent Involvement in Driver Education: A Guide for Behind-the-Wheel Lessons*, St. Cloud, Minnesota, 1973.

Local

An evaluation report for the St. Cloud, Minnesota Parent Involvement Program was prepared by Guardian Resources Development, Incorporated. A discussion of this report appears in the literature review section of this report.

NEVADA

Local

The Washor, Nevada School District conducted a Pilot Parent Participation Program during the 1973-74 school year.[1] A summary of the program and the results of the effects of the parent involvement in the program appear in the literature review section of this report.

An outline of the parent meetings and a listing of the in-car lesson plans used by the parents follows:

Outline of Parent Meetings

- First Meeting
  - Registration and Welcome
  - No Fault Insurance Presentation
  - Daily Inspection Before Driving
  - Proper Starting and Stopping Procedures
  - Left and Right Turns
  - Lane Changes
  - Distribution of In-car Lesson Plans and Discussion of Use With Students
- Second Meeting
  - Discussion of Driving Problems Encountered by Parents
  - Traffic Law and How it Relates to the Driver
  - Distribution of Next Set of Lesson Plans and Discussion of Use
- Third Meeting
  - Discussion of Driving Problems Encountered by Parents
  - Films and Discussion
  - Distribution of Final Lesson Plans and Discussion of Use
  - Use of Driving Simulators

In-Car Lesson Plans for Parent-Supervised Driving Practice. The lesson plans used by the parents in this program were very thorough and were presented in an easy to use 5 x 8 card format. There were 16 lessons for parent-supervised practice:

Lesson 1 - Automobile Orientation; Procedures for Starting, Moving the Car Forward and Backward, and Securing the Automobile.
Lesson 2 - Method of Approaching and Leaving the Curb, Hand Position on the Wheel, Steering Control, Use of Rear View Mirrors.
Lesson 3 - Left Turns at Intersections.
Lesson 4 - Right Turns at Intersections.
Lesson 5 - Approaching and Crossing Uncontrolled and Blind Intersections.
Lesson 6 - Lane Changes.
Lesson 7 - Mid-Block Turnabout and Reverse Turn.

---

[1] Washoe County School District, (Nevada) Reno High School. *Student-Parent Participation Program in Driver Education*, Final Report, Office of Highway Safety, Federal Project DE74-4103-1, 1973-1974.

Lesson 8 - Three-Point Turnabout.
Lesson 9 - Multi-Laine Highway Driving.
Lesson 10- Proper Approach to and Driving Through Signal Controlled Intersection.
Lesson 11- Turning Situations at Signalized City Intersections.
Lesson 12- One-way Streets.
Lesson 13- Hill Driving, Car Control, Down-Hill Parking, Up-Hill Parking.
Lesson 14- Freeway Driving, Emergency Driving Procedures.
Lesson 15- Automobile Safety as it Relates to Both Natural and Man-Made Disasters.
Lesson 16- The Automobile and its Relationship to Environmental Conservation.

IOWA

State

The state of Iowa Parent Participation Program, Project PRIDE, is packaged in a bound looseleaf book and contains: (a) Road Performance Guide, (b) Parent Involvement Teacher's Guide, and (c) transparencies used in the program.

Road Performance Guide.[1] A very detailed description of behaviors to be taught for each performance objective. Also gives setting in which each performance objective is to be taught. The performance checklist includes these objectives:

Basic Control
- Vehicle Familiarization
- Pre-Start
- Starting and Putting Car in Motion
- Entering
- Lateral Control
- Braking
- Left Turns
- Right Turns
- Backing
- Leaving Traffic
- Secure Vehicle

System Interaction
- Intersect Uncontrolled
- Intersect Controlled
- Following
- Being Followed
- Lane Changing
- Merging
- Passing
- Being Passed
- Turn About (Y, U, Driveway)
- Angle Park - Parallel Park

---

[1] Iowa Department of Public Instruction. *On Road Instruction Guide*, Iowa Project PRIDE, Des Moines, Iowa.

Environments

- Urban
- Rural
- Limited Access

Critical Situations

- Recovery from Lateral Acceleration
- Braking Techniques
- Vehicle Malfunctions

Pride Parent Involvement—Teacher's Guide[1]

Introduction—Gives the reasons for implementing the parent involvement programs. Says that parents "have a significant stake in the youthful driver's competence at the end of the driver education course. They are concerned about the life and welfare of their children. They know the financial losses that can be incurred as the result of needless accidents. Therefore, they can be counted upon to be serious about assisting that developing driver to become as competent as possible."

Advantages of Parent Involvement—Lists 10 advantages (e.g., fewer holdovers and failures, more rapid progress, etc.).

Results of the Janesville, Wisconsin Experimental Parent Program—Lists findings and major conclusions from a Wisconsin pilot program.

Speed and Home Practice—States that poor speed control is the greatest single problem faced by parents during practice drives. Gives tips on how to control student's speed.

Parent Involvement Possibilities—Describes ways in which parents can assist children enrolled in driver education.

Entry Level Assessment Form—Sixteen point road performance checklist for entry level skills (e.g., Understands controls and starting, Move from lane to lane, Braking and stopping, etc.)

Implementing Parent Involvement Program—Provides the teacher with general tips on how to begin parent involvement in the driver education program and lists topics that should be covered in a "Parent's Night" presentation.

Pride Model Curriculum Outline—Introduction, Basic Control, System Interaction, Driving Environment, Critical Situations, Factors Influencing Performance and Survivability, and Trip Planning.

Letter on Home Practice—Gives the parent general guidelines for parent-supervises practice driving. Tells why, what, when, and where to practice.

Letter Inviting Parents to Parent's Night—Tells parent who will be there, when to come, and what will be covered.

Mid-Term Performance Deficiency Report—Form letter to be sent by teachers to parents of students not meeting the minimum standards in driver education.

Mid-Term Letter to All Parents—Letter from teacher to parents re-emphasizing the need for practice driving and suggesting times and places where practice driving might be appropriate. Also lists details that should be carefully checked during practice driving.

Holdover-Failure Referral Form—Lists reason for denying or temporarily withholding Driver Education Completion Certificate.

Transparencies Used in the Iowa Parent Involvement Program. One hundred and two transparencies, presumably used in the parent participation program, (the purpose for the transparencies is not stated) are reproduced. The transparencies cover basic information about the highway transportation system, Iowa accident statistics, major reasons for accidents, basic driving maneuvers, emergency actions, and first aid fundamentals.

---

[1] Iowa Department of Public Instruction. *PRIDE Parent Involvement: Teacher's Guide*, Iowa Project PRIDE, Des Moines, Iowa.

WASHINGTON

State

The state of Washington has a parent participation program called "Night Driving - Parent Involvement Package." The introduction states that time and money are not available to provide the very important night driving experience within the school program, and asks parents to provide this experience in a formal manner. It is suggested that the parent who is most compatible with the child provide this experience.

Two lessons are suggested: the first to be given near the end of the regular high school course, in daylight; the second should be given about a week later, following the same route, at night.

The first "experience" should (a) provide opportunity for the parent to assess the skill level of the beginning driver, (b) familiarize the student with route in daylight, and (c) familiarize the student with the family car. This lesson can be eliminated if the parent has driven with the student before.

A driving skill checklist is provided with the first "experience," but this lesson seems to be left strictly up to the individual parent with no reporting or interaction called for between school/parent/instructor.

The second "experience" is divided into nine "sub-experiences" which should be provided to the student. All of these "sub-experiences" relate to night driving.

WISCONSIN

State

The Wisconsin Extended Driver Education Laboratory Enrichment Project is significant in that it was the first program of systematic parent participation in the country.[1] The project was also one of the most carefully controlled and measured of its kind. The pilot project was conducted in the Janesville, Wisconsin school district during the 1967-68 school year. It was supported by a grant awarded by the Automotive Safety Foundation.

The parent-teacher meetings covered the following areas:

Meeting No. 1. Project purpose, background and development; purpose of driver education and explanation of school program; role of school and home; insurance information; automobile loan - dual control cars; licensing; record keeping; pre-testing - Mann Personal Inventory and Columbia Driver Judgement Test; film and discussion.

Meeting No. 2. Review and discussion - driving permits, insurance, and use of the family car; the how and when and where to practice; basic skills; record-filmstrip presentation - "Seeing Habits for Expert Driving"; more advanced skills; parent-teacher conferences.

Meeting No. 3. Parking skills; highway and freeway driving; hazard presentation; increase individual ability and confidence; night driving techniques and skills.

Meeting No. 4. Results of student participation and testing with the driver license examiner; parental post-testing; role of the home after completion of the project; final evaluation and individual parent-teacher conferences; program review.

---

[1] Wisconsin Department of Public Instruction. *Extended Driver Education Laboratory Enrichment Project, Applied Research Project Report,* Bulletin 9-169, Janesville, Wisconsin Public Schools, grant provided by the Automobile Safety Foundation, 1969.

A discussion of the evaluation of the pilot test and a description of the methodology can be found in the literature review section of this report.

Local

The Wausau, Wisconsin, West High School Parent Program attempts to involve the parent not only in supplemental driving practice but with the entire course the child will participate in. The course package consists of three objects.

Parent's Night Invitation. Urges parents to come and to bring son or daughter.

Parent's Night Description and Outline. Gives reason for the meeting and the following schedule:

- Introduction
  - Driver Education Staff
  - Students Introduce Their Parents
- Film - "Your Permit to Drive"
- Explanation of Driver Education Program
  - Tour of Simulator Facility - Short Lesson
- Question and Answer Session
  - Driver Education Staff
  - Wisconsin Driver License Examiner

In-Car Lesson Plan. Gives laboratory schedule, 20 driving tips, and 13 lessons:

- Getting Ready to Drive
- Starting the Car
- Pulling Away From the Curb
- Pulling Into the Curb
- Backing
- Left and Right Turns
- Y-Turn or Turnabout
- City Driving
- Highway Passing
- Expressway
- Angle Parking
- Parallel Parking
- Parking on Hills

LOUISIANA

State

The state of Louisiana has no formal parent participation program. However, there is input to parents in the form of two letters which are provided to instructors for distribution to parents. These letters recommend follow-up work with the students upon their completion of the regular driver education course.

The first letter states that the student has completed the course. It explains, also, that more practice may be necessary, and provides individualized recommendations for further practice in any of 15 categories.

The second letter stresses the responsibility of parents, mainly in the area of teenage car use.

The state Safety Education Chief, Bickham, offered the following comments regarding parents and parent participation programs:

(1) Most parents are sincere and willing to provide necessary experience.

(2) Bickham does not favor the establishment of a formal program with time requirements due to individual differences in parents and students.

(3) The "average" parent is capable of providing assistance if given some instructional guidelines.

(4) Parental responsibility is very important in providing supervision of driving experience both during and after formal training.

REFERENCES

California Office of Traffic Safety. *Parent Participation in Driver Education: Curriculum Guide*, Revised Edition, Project No. 047202-112, January 1973.

Central Minnesota Traffic Safety Center. *Parent Involvement in Driver Education: A Guide for Behind-the-Wheel Lessons*, St. Cloud, Minnesota, 1973.

Iowa Department of Public Instruction. *On-Road Instruction Guide*, Iowa Project PRIDE, Des Moines, Iowa.

Iowa Department of Public Instruction. *PRIDE Parent Involvement: Teacher's Guide*, Iowa Project PRIDE, Des Moines, Iowa.

Santa Rosa City Schools. *Guidelines for Parents When Providing Supplementary Practice Driving*, Santa Rosa, California.

Santa Rosa City Schools. *Parent Participation in Driver Education*, Instructor's Meeting Outline, Santa Rosa, California.

Santa Rosa City School Driver Education Department. *In-Car Lesson Guide for Parents*, Santa Rosa, California, October 1974.

Washoe County School District, Reno High School (Nevada). *Student-Parent Participation Program in Driver Education*, Final Report, Office of Highway Safety, Federal Project DE74-4103-1, 1973.

Wisconsin Department of Public Instruction. *Extended Driver Education Laboratory Enrichment Project, Applied Research Project Report*, Bulletin 9-169, Janesville, Wisconsin Public Schools, grant provided by the Automobile Safety Foundation, 1969.

Appendix B

REVIEW OF REGULATIONS AND STATUTES

Chart 1—Instruction Permits and Temporary Licenses.
Attachment A. Parental Consent and Liability

Chart 2—State Permit Constraints Relevant to Parent Participation Programs

Chart 3—Permit Constraints That Impact Directly on Implementation of Parent Participation Program (PP) as Concurrent Program With Driver Education

Chart 1

INSTRUCTION PERMITS AND TEMPORARY LICENSES

A Comparative Review of State Legislation Relevant To
Parent Participation in Driver Education
[Source: Driver Licensing Laws Annotated, 1973]

Instruction Permits as an Aspect of Approved Driver Education Programs:

Uniform Vehicle Code: 6-105--Instruction Permits and Temporary Licenses: (c) The department upon receiving proper application may in its discretion issue a restricted instruction permit effective for a school year or more restricted period to an applicant who is at least 15 years of age and who is enrolled in a driver education program which includes practice driving and which is approved by the (State board of education) or the department. Such instruction permit shall entitle the permittee when he has such permit in his immediate possession to operate a specified type or class of motor vehicle only on a designated highway or within a designated area but only when an approved instructor is occupying a seat beside the permittee, or in the event the permittee is operating a motorcycle, only when under the immediate supervision of an approved instructor.[1968 Revision] [In 1968 the subsection was revised to its present form by adding the 15-year age limit, the reference to a specified type or class of motor vehicle, and the reference to operation of a motorcycle.]

- No state has a law in verbatim conformity with UVC 6-105(c) as revised in 1968.

Instruction Permits: General (Not as an aspect of approved driver education programs)

Uniform Vehicle Code: 6-105--Instruction Permits and Temporary Licenses: (a) Any person who is at least 15 years of age may apply to the department for an instruction permit. The department may in its discretion, after the applicant has successfully passed all parts of the examination other than the driving test, issue to the applicant an instruction permit which shall entitle the applicant while having such permit in his immediate possession to drive a specified type or class of motor vehicle upon the public highways for a period of six months when accompanied by a person at least 21 years of age who has been licensed as a driver for the type or class of vehicle being used for at least one year, who is fit and capable of exercising control over the vehicle and who is occupying a seat beside the driver. Any such instruction permit may be renewed or a new permit issued for additional periods of six months. This subsection does not apply to instruction permits for the operation of motorcycles.

- Forty-eight jurisdictions have laws comparable to UVC 6-105(a) relating to instruction permits. While many of these laws are similar to one or more elements of the Code subsection, none is substantial conformity with all elements of the Code provision.
- The three states which lack a provision comparable to UVC 6-105(a) are: Connecticut, New Hampshire, and Tennessee.

Source: Driver Licensing Laws Annotated 1973
2nd Source: 1974 Driver License Administration Requirements and Fees (When Source information is contradictory, 2nd Source information is entered in italics and enclosed in parentheses)

Number Code for State Information

1. *Overview (Comparability to UVC 6-105(a).)*
2. *Minimum Age Requirements*
3. *Examination Requirements*
4. *Specified Type or Class of Motor Vehicle*
5. *Period of Validity*
6. *Renewal of Instruction Permit*
7. *Accompanying Driver Required*
8. *Age and Relationship of Accompanying Driver*
9. *Other Qualifications of Accompanying Driver*

ALABAMA:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

ALASKA:

Substantially like the pre-1968 Code subsection, i.e., "The department upon receiving proper application may in its discretion issue a restricted instruction permit effective for a school year or more restricted period to an applicant who is enrolled in a driver-education program which includes practice driving and which is approved by the department even though the applicant has not reached the legal age to be eligible for an operator's license."

ARIZONA:

Substantially like the pre-1968 Code subsection.

ALABAMA:

1. Comparable to UVC 6-105(a)
2. 15 years old
3. Pass all parts of the license examination other than the driving test.
4. No specified limitations on type or class of vehicle which the person is entitled to operate by virtue of the permit.
5. The law provides that instruction permits issued to persons under age 16 expire on the 16th birthday, while those issued to persons who are 16 years of age or older are valid for 30 days.
6. Instruction permits may be renewed only once.
7. Requires a licensed driver to accompany the instruction permit holder and to occupy a seat beside the permit holder.
8. The law provides that if the permit holder is under 16 years of age, he must be accompanied by a parent, guardian or driving instructor when operating a vehcile.
9. License: Requires the accompanying person to be a licensed driver, but does not specify that he must be licensed for the type or class of vehicle being driven by the learner.
   Experience: Requires the accompanying driver to have no particular driving experience other than holding a license.

ALASKA:

1. Comparable
2. 14
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 6 months
6. Unlimited renewal
7. Licensed driver in seat beside learner
8. Must be an "adult"
9. License: no requirement as to type or class of vehicle
   Experience: one year driving experience

ARIZONA:

1. Comparable
2. 15 years *(15 years and 7 months)*
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 60 days *(5 months)*
6. Renewed only once
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

ARKANSAS:

Substantially like the pre-1968 Code subsection.

CALIFORNIA:

The law contains two provisions relating to persons enrolled in a driver education program. One provides:

"The department may also issue an instruction permit to any physically and mentally qualified person age 15 years and 6 months or over who has successfully completed an approved course in automobile driver education and is taking driver training as provided in Section 12507. The department may issue an instruction permit to any physically and mentally qualified person age 15 years or over who is enrolled in an approved driver education course and is at the same time or during the same semester enrolled in a approved driver training course. No student shall take driver training instruction unless he is at the same time taking driver education instruction or has successfully completed driver education. The instruction permit shall be restricted to the operation of a motor vehicle other than a motorcycle either when taking the driver training instruction of a kind referred to in Section 12507, or when practicing such instruction and accompanied by a licensed driver as provided in subdivision (a)."

Subdivision (a) provides that the accompanying person must be a California licensed driver 21 years of age or over. Another California law provides that any student over 15 years of age taking a course in automobile driver training:

". . . in a secondary school or enrolled in a driver training course offered by a private or parochial school of secondary level may apply to the principal of the school for a student license.

ARKANSAS:

1. Comparable
2. 14
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 60 days
6. Renewed only once
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: one year driving experience

CALIFORNIA:

1. Comparable
2. The law provides that any physically or mentally qualified person who is 15 years and six months or over and who has successfully completed an approved driver education course, or any physically or mentally qualified person who is over the age of 17 years six months, may apply for an instruction permit. Another law further provides that an instruction permit may be issued to a person who is at least 14 years of age and who has met the requirements for a restricted license [i.e. must be verified by school principal; may also be issued for use during family illness or financial hardship; cannot drive between 8 p.m. and 5 a.m.; entitled "Junior".].
3. Does not expressly require passing an examination as a condition to obtaining an instruction permit.
4. No type or class specified
5. "Not to exceed six months", indicating that permits could be issued, in the discretion of the department, for a lesser period *(1 year)*
6. Renewed only once
7. Licensed driver, but not specified that accompanying driver must occupy a seat beside the permit holder
8. 18 years of age; or he may be less than 18 years of age, if such person is a licensed driving instructor
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

CALIFORNIA (continued):

The law further provides that:

"The principal or staff member assigned such duty may issue or reissue a student license without cost whenever in his opinion the applicant is qualified to take the course of instruction and has filed a proper application therefore.

"Upon the issuance of a student license the application, together with the statement of consent signed by the parents, or other persons required to sign, shall be forwarded to the department for filing.

Another section adds the following:

"A student license shall limit the operation of a motor vehicle to such times as the licensee is taking driver training in connection with the driver education program and then only at the direction and under the supervision of the instructor and shall be valid only for the period covered by the course and for not more than one year from the date of issuance.

COLORADO:

The law provides that:

"Any minor of the age of fifteen years or more within six months prior to his sixteenth birthday who is enrolled in a driver education course, accredited by the state department of education, may apply for a minor's instruction permit, in accordance with the provisions of sections 13-4-6 and 13-4-7, which pertain to instruction permits; and upon the presentation of a written or printed statement signed by the parent or guardian and the instructor of the driver education course that said minor is enrolled in an accredited driver education course, the department shall issue such permit entitling the applicant, while having such permit in his immediate possession, to drive any motor vehicle, other than a motorcycle or motor-driven cycle, which is so marked as to indicate that it is the motor vehicle used for instruction and which is properly equipped for such instruction upon the highways when accompanied by a driver education course instructor, who holds a valid operator's or chauffeur's license.

COLORADO:

1. Comparable
2. The law provides that any minor of the age of 15 years or more within three months prior to his 16th birthday may obtain an instruction permit. *([illegible] to [illegible]-3/4)*
3. Does not expressly require passing an examination
4. No type or c lass specified
5. 120 days
6. Renewed only once
7. Licensed driver in seat beside learner
8. 21 years of age
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

CONNECTICUT:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

DELAWARE:

The law provides that the general instruction permit provisions do not apply to students in any approved student driver training course [no instruction permit is required for persons so enrolled]. The law also provides that vehicles used for instruction in such a course must be equipped with dual clutch and footbrake controls.

CONNECTICUT:

1. Instruction permits are not required. The law provides, in relevant part:

   "No person shall operate a motor vehicle upon any public highway of this state until he has obtained from the commissioner a license for such purpose, except that any person over sixteen years of age who has not had such a license suspended or revoked may, for a period not exceeding thirty days, operate a motor vehicle while under the instructions of, and accompanied by, a person who is at least eighteen years of age and has been licensed for not less than two years preceding such instruction to operate a motor vehicle of the same class as the motor vehicle being operated, who shall have full control of the motor vehicle as provided by law. . ."
2. An unlicensed person over 16 years of age who has not had a license suspended or revoked may operate a motor vehicle on the highway as a learner under specified conditions.
3. No provision
4. No provision
5. The law provides that, for instructional purposes, an unlicensed person over the age of 16 may operate a motor vehicle upon the highways for a period of 30 days when accompanied by a licensed driver.
6. No provision
7. Although the law does not specifically require the accompanying licensed driver to occupy a seat next to the unlicensed driver, it does provide that the licensed driver "shall have full control of the motor vehicle."
8. 18 years of age
9. License: The accompanying person must be licensed to operate a motor vehicle of the same class as the motor vehicle being operated by the learner.
   Experience: The accompanying person must have been licensed for not less than two years preceding the instruction.

DELAWARE:

1. Comparable
2. The law provides that an instruction permit may be issued to any person over the age of 16. Another section, however, provides that no instruction permit shall be issued to any person who has not reached his 18th birthday unless such person is enrolled in or has successfully completed an approved driver education course.[Apparent contradiction: possibly resolved operationally by requiring parental consent.]
3. Does not expressly require passing an examination
4. No type or class specified

DISTRICT OF COLUMBIA:

The law provides that any pupil 15 years of age or over enrolled in an approved high school or junior high school driver education course may, without obtaining either an operator's license or a learner's permit, operate a dual control motor vehicle when accompanied by an officially designated driving instructor. The instructor must have on his person a certificate from the principal of the school stating that he is designated to instruct pupils enrolled in the course.

FLORIDA:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

DELAWARE: (continued)

5. 60 days
6. Renewed only once
7. Licensed driver in seat beside learner; also the licensed driver accompanying the permit holder in compliance with the law is to be the only passenger in the vehicle [No provision for driver education on-street training.]
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

DISTRICT OF COLUMBIA:

1. Comparable
2. 16
3. Must pass all parts of examination except driving test
4. In conformity to UVC 6-105(a) providing that an instruction permit entitles the holder thereof to drive a "specified type or class of motor vehicle upon the public highways."
5. 60 days
6. Renewed only once
7. Licensed driver in seat beside learner; also the licensed driver accompanying the permit holder in compliance with the law is to be the only passenger in the vehicle, although this one passenger limitation does not apply to vehicles being used in a driver education program.
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

FLORIDA:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing [i.e. 18 years of age or older or 16 years of age or older for persons who have successfully completed driver education] *(15)*
3. Does not expressly require passing an examination
4. No type or class specified
5. 90 days *(4 years)*
6. No provision
7. Licensed driver in seat beside driver
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

GEORGIA:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

HAWAII:

An applicant who is registered in a driver training course is issued an instruction permit valid for the duration of the course and the termination date is entered on the permit. [Modified general instruction permit.]

IDAHO:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

GEORGIA:

1. Comparable
2. 15
3. Does not expressly require passing an examination
4. Issuance of learners' permits for certain classes of vehicles as specified in a detailed classification system [specific permit for specific class]
5. The law provides that a learner's permit expires on the birthday of the holder. The law specifies no particular period of validity but does provide for an annual fee for a learner's license or renewal thereof. *(1 year)*
6. Unlimited renewal
7. Licensed driver, but not specified that accompanying driver must occupy a seat beside the permit holder
8. 21-year minimum age
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

HAWAII:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing [i.e., 17 years of age] *(15 years)*
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 90 days
6. No provision
7. Licensed driver who occupies a seat as near the permittee as practical.
8. No minimum
9. License: must possess license for type or class of vehicle being operated by permit holder
   Experience: no particular experience required

IDAHO:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing [i.e. 16 years of age, or " the law provides for issuance of a restricted license to a person who is at least 14 but less than 16 years of age, but provides that no such license shall be issued to a person under 16 unless the person has completed an approved course in driver education."]

IDAHO: (continued)

3. Does not expressly require passing an examination
4. No type or class specified
5. 120 days
6. No provision
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience requirement

ILLINOIS:

The law provides that an instruction permit may be issued to "a child who is not less than 15 years of age if such child is enrolled in an approved driver education course" under the provisions of the following laws:

"An instruction permit issued hereunder when issued to a minor enrolled in a driver education program as provided in this Act, shall be restricted, by the Secretary of State, to the operation of a motor vehicle by the minor only when accompanied by the adult instructor of the program during enrollment therein or when practicing with a parent, legal guardian or person in loco parentis who has been licensed for at least 1 year and who is occupying a seat beside the driver. After successful completion of the driver education program and before qualifying for a driver's license, the minor shall be restricted to the operation of a motor vehicle only when accompanied by a person who has been licensed to operate a motor vehicle for at least one year and who is occupying a seat beside the driver.

ILLINOIS:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e. 18 years of age or " the minimum age for licensing after completion of driver education is 16 years, but the law provides that if the licensee is under 18 years of age, the the license is invalid for operation during any time when such licensee is prohibited from being on any street or highway under provisions of the curfew law.] *(15-18)*
3. Must pass all parts of the examination except the driving test
4. No type or class specified
5. 12 months
6. No provision
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: 1 year of driving experience

INDIANA:

The law provides that upon passing a required examination a learner's permit shall be issued to any person over the age of 15 years who is enrolled in an approved driver education course. Such a permit entitles the holder to operate a motor vehicle while accompanied by a certified driver education instructor in the front seat of an automobile equipped with dual controls. Upon completion of the course, the permittee may operate a motor vehicle when accompanied by a licensed guardian or relative who is 21 years of age or more, except that a permittee 18 years of age or more may be accompanied by any licensed person who is 21 years of age or more.

INDIANA:

1. Comparable
2. 16 *(15-16)*
3. Must pass all parts of examination except driving test
4. No type or class specified
5. The law specifies a waiting period of 60 days between issuance of the permit and examination [period of validity necessarily as long as waiting period] *(1 year)*
6. No provision
7. Licensed driver in seat beside learner
8. The law provides that a permittee who is less than 18 years of age must be accompanied by a licensed guardian or relative 21 years of age or more, while a permittee 18 years of age or more may be accompanied by any licensed person 21 years of age or more.
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

IOWA:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

IOWA:

1. Comparable
2. 14
3. Must pass all parts of examination except driving test
4. No type or class specified
5. Two years from date of issuance
6. No provision
7. Licensed driver in seat beside learner
8. A driver accompanying a permittee must be 19 years of age or older. The law qualifies this requirement by providing that if the permittee is under 16 years of age, he must be accompanied by a parent or guardian, or a person 25 years of age or more upon written authorization of a parent or guardian, or a driver education instructor.
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

KANSAS:

Substantially like the pre-1968 Code subsection, except that the law provides that upon successful completion of the course, the permittee may continue to operate a motor vehicle when accompanied by a parent or guardian.

KANSAS:

1. Comparable
2. 14
3. Must pass all parts of examination except driving test
4. An instruction permit authorizes the holder to operate a "passenger motor vehicle."
5. 6 months
6. No provision
7. Licensed driver in seat beside learner
8. Must be an "adult." The law provides that in cities where ordinances have been adopted requesting the vehicle department to issue operator's licenses to minors under the age of 16 only upon a showing of necessity, a permittee must be accompanied by a licensed parent or guardian.
9. License: no requirement as to type or class of vehicle
   Experience: 1 year driving experience

KENTUCKY:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

KENTUCKY:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e., 16 years of age]
3. Does not expressly require passing an examination
4. No type or class specified
5. "Not to exceed" 60 days, indicating that permits could be issued for a lesser period
6. No provision
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

LOUISIANA:

The law provides that:
"Any person who is at least fourteen years of age may apply to the department for a school instruction permit if he is enrolled in a driver education course conducted by a person who meets certification requirements as established by the Louisiana State Board of Education for teachers of driver education and traffic safety. The department may, in its discretion, after the applicant has successfully passed all parts of the examination, other than the driving test, issue to the applicant a school instruction permit for which no fee shall be charged. Such school instruction permit shall be valid only during the period of such instruction, and when the person to whom the permit is issued is accompanied by the high school instructor of driver education and traffic safety. Such permit shall be in the possession of the instructor during the period of its validity; and shall be presented at any time for examination, when so requested by any law-enforcement officer. Upon completion of such course of instruction, it shall be the responsibility of the instructor, as directed by the department, to return for cancellation any and all permits which have been issued and are held by him.

LOUISIANA:

1. Comparable
2. 15
3. Must pass all parts of examination except driving test
4. No type or class specified
5. The law specifies a waiting period of 30 days between issuance of the permit and examination [period of validity necessarily as long as waiting period] *(2 years)*
6. No provision
7. Licensed driver, but not specified that accompanying driver must occupy a seat beside the permit holder; also requires that the licensed driver is to be the only passenger in the vehicle
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

MAINE:

The law provides that:
"The Secretary of State may, in his discretion, issue a restricted instruction permit effective for a school year or for a restricted period to an applicant who is enrolled in a driver education program which includes practice driving. Such instruction permit shall only be valid when applicant is accompanied by an instructor approved by the State Department of Education or eligible commercial driver education instructors licensed by the Secretary of State.

MAINE:

1. Comparable
2. The law provides that an instruction permit may be issued to any person who is at least 15 years of age and has completed an approved driver education course. The law specifies no other age requirement for an instruction permit applicable to persons who have not completed driver education. *(15-17)*
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 12 months
6. No provision
7. Licensed driver in seat beside learner
8. 18 years of age
9. License: no requirement as to type or class of vehicle
   Experience: 1 year of driving experience

MARYLAND:

The law provides that any student 15 years of age or older, who is enrolled in a high school driver education and training course or enrolled in a licensed driver's school, may operate a dual control motor vehicle when accompanied by an instructor who is at least 21 years of age and has at least two years of driving experience, without having a license or instruction permit.

MASSACHUSETTS:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

MICHIGAN:

Substantially like the pre-1968 Code subsection, except that the law provides that upon successful completion of the course, the permittee may continue to operate a motor vehicle when accompanied by a parent or guardian.

MARYLAND:

1. **Comparable**
2. **Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e., 18 years of age for persons who have successfully completed driver education course.]**
3. Does not expressly require passing an examination
4. Instruction permit entitles the holder thereof to drive a "specified type or class of motor vehicle upon the public highways"
5. 60 days *(90 days)*
6. No provision
7. Licensed driver must be in seat beside learner
8. No minimum age limit
9. License: must possess license for type or class of vehicle
   Experience: no particular experience required

MASSACHUSETTS:

1. Comparable
2. 16
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 12 months
6. No provision
7. Licensed driver must be in seat beside driver
8. 21-year minimum age, also the law provides that between the hours of 1 a.m. and 5 a.m., the permittee must be accompanied by a licensed parent or legal guardian
9. License: no requirement as to type or class of vehicle
   Experience: 1 year of driving experience

MICHIGAN:

1. Comparable
2. 14 *(16)*
3. Does not expressly require passing an examination
4. No type or class specified
5. 60 days *(150 days)*
6. Renewed only once
7. Licensed driver must be in seat beside learner
8. Must be an "adult"
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

MINNESOTA:

The law contains the following provisions:

"The department, upon application therefore, may issue an instruction permit to an applicant who is 15 years of age and who is enrolled in an approved driver education program including behind the wheel training. Such an instruction permit holder who has the permit in his possession may operate a motor vehicle while receiving behind the wheel training in an approved driver education program, but only when accompanied by an authorized instructor who occupies the seat beside him, or during and upon completion of the course while accompanied by a licensed parent or guardian who also must occupy the seat beside the instruction permit holder.

MINNESOTA:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e., 18 years of age or 16 years of age for persons who have successfully completed driver education course.] *(15-16)*
3. Does not expressly require passing an examination
4. Instruction permit entitles the holder thereof to drive a "specified type or class of motor vehicle upon the public highways"
5. 6 months *(1 year)*
6. No provision
7. Licensed driver in seat beside learner
8. Must be an "adult"
9. License: must possess license for type or class of vehicle being operated by permit holder
   Experience: no particular experience required

MISSISSIPPI:

A permit issued to any pupil participating in a driver education course is effective until the end of the semester in which the course is given. [Modified regular instruction permit.]

MISSISSIPPI:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e., 15 years of age]
3. Does not expressly require passing an examination
4. No type or class specified
5. 60 days
6. No provision
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

MISSOURI:

Substantially like the pre-1968 Code subsection except, that the law specifies that the permit may be issued to persons who are at least 15 years old.

MISSOURI:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e., 16 years of age] *(15-16)*
3. Does not expressly require passing an examination

MONTANA:

Substantially like the pre-1968 Code subsection.

NEBRASKA:

The law provides that any person at least 14 years of age may operate a motor vehicle on the highways of the state, if he is accompanied by a licensed operator who is a high school driver training instructor certified by the commissioner of education. [No instruction permit is required for persons so enrolled.]

MISSOURI (continued):

4. No type or class specified
5. 60 days
6. No provision
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

MONTANA:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e., 16 years of age or 15 years of age for persons who have successfully completed driver education, applicable only for an "operator's license."]
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 6 months
6. No provision
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

NEBRASKA:

1. Comparable
2. 15; and an additional law provides for the issuance of special instruction permits to persons between the ages of 14 and 16 who are seeking a restricted license
3. Does not expressly require passing an examination
4. No type or class specified
5. 12 months
6. No provision
7. Licensed driver in seat beside learner
8. 21-year minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

NEVADA:

Substantially like the pre-1968 Code subsection.

NEW HAMPSHIRE:

Substantially like the pre-1968 Code subsection, except that the law specifies that the permit may be issued to persons who are at least 15 years old.

NEVADA:

1. Comparable
2. 15 years and 6 months
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 8 months
6. No provision
7. Licensed driver in seat beside learner
8. 21-year minimum age limit
9. License: must possess license for type or class of vehicle being operated by permit holder
   Experience: The law requires that the accompanying person have at least one year of experience driving the type of vehicle for which the permit is issued.

NEW HAMPSHIRE:

1. Instruction permits are generally not required. The law specifically provides that the requirement that no person shall operate a motor vehicle unless licensed:

   ". . shall not prevent the operation of a motor vehicle by unlicensed persons, while being taught to operate, when accompanied by a person holding a commercial operator's license or an operator's license who is actually occupying the seat beside the person who is being taught to operate, excepting only persons who have been licensed and whose licenses have been suspended for cause and persons less than sixteen years of age; but said persons holding commercial operators' licenses or operators' licenses shall be twenty-one years of age or older and shall be liable for the violation of any provision of this title or any regulations made in accordance therewith committed by such unlicensed operator.
2. An unlicensed person may operate a motor vehicle on the highways as a learner under specified conditions, except any such unlicensed person whose license has been suspended for cause or who is less than 16 years of age.
3. No provision
4. No provision
5. No provision
6. No provision
7. The law requires the accompanying licensed driver to be "actually occupying the seat beside the person who is being taught to operate." The law also provides that the accompanying licensed driver "shall be liable for the violation of any provisions of this title or any regulations made in accordance therewith committed by such unlicensed operator."
8. 21-year minimum age limit
9. License: The accompanying person must be licensed
   Experience: No particular amount of driving experience is required

NEW JERSEY:

The law provides that a special learner's permit may be issued to a person over 16 years and six months of age, allowing such person to operate a dual pedal controlled vehicle for a specified period not in excess of a school year beginning in September and ending in June, while enrolled in an approved driver education course conducted in a public, private or parochial school of the state. The permit is to be retained in the office of the school principal at all times, except when the permittee is undergoing behind-the-wheel instruction by a certified driver education instructor.

NEW MEXICO:

Substantially like the pre-1968 Code subsection, except that the law specifies a minimum age limit of 14 for the issuance of the permit.

NEW YORK:

The law provides that a student enrolled in an approved driver education course may operate a motor vehicle without holding a driver's license or a learner's permit while under the immediate supervision of an instructor.

NEW JERSEY:

1. Comparable
2. The law provides for the issuance of an instruction permit at age 17
3. Does not expressly require passing an examination
4. An instruction permit authorizes the holder to operate an "automobile"
5. "Not to exceed" 60 days, indicating that permits could be issued for a lesser period
6. Renewed only once
7. Licensed driver, but not specified that accompanying driver must occupy a seat beside the permit holder
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

NEW MEXICO:

1. Comparable
2. 15
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 60 days
6. Renewed only once
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: 1 year of driving experience

NEW YORK:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e. 18 years of age or 17 years of age for persons who have successfully completed driver education.] *(16-18)*
3. Must pass all parts of examination except driving test
4. Instruction permit entitles the holder thereof to drive a "specified type or class of motor vehicle upon the public highways"
5. 12 months; the law also provides, however, that the permit may expire prior to the 12-month period upon the permittee's failure in "two examinations relating to traffic or traffic signs and symbols, or upon failure in two road tests."
6. No provision
7. Licensed driver, but not specified that accompanying driver must occupy a seat beside the permit holder
8. 18 years of age or older; and the law provides that between the hours of 8 p.m. and 5 a.m. a permittee must be accompanied by a licensed parent, guardian, person in loco parentis, driver education teacher, or driving school instructor
9. License: must possess license for type or class of vehicle being operated by permit holder
   Experience: no particular experience required

NORTH CAROLINA:

Substantially like the pre-1968 Code subsection.

NORTH DAKOTA:

Substantially like the pre-1968 Code subsection.

OHIO:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

NORTH CAROLINA:

1. **Comparable**
2. **15 years and 6 months** *(15 years)*
3. **Does not expressly require passing an examination'**
4. **No type or class specified**
5. **The law provides that an instruction permit may be issued to a person between the ages of 15 and one-half and 16, which entitles that person to operate a motor vehicle for a period of 30 days or until age 16, whichever is longer, while accompanied by a licensed parent or guardian. Thereafter, a person may obtain an instruction permit valid for a period of six months. In the latter case, the permittee may be accompanied by any licensed driver, not just the permittee's parent or guardian.**
6. Renewed only once
7. Licensed driver in seat beside learner
8. The law provides that a permit holder under the age of 16 must be accompanied by a parent or guardian
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

NORTH DAKOTA:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e. 16 years of age] *(14 years: "Provisional" License: Necessity must be shown by parent or guardian to attend school, work, or business of parent. Persons under 16 years may operate automobile only of parent or guardian, and may not operate a motorcycle, commercial truck, motor bus, or taxicab.)*
3. Does not expressly require passing an examination
4. No type or class specified
5. 6 months
6. Renewed only once
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: must possess license for type or class of vehicle being operated by permit holder
   Experience: 1 year of driving experience

OHIO:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e. 16 years of age]
3. Does not expressly require passing an examination
4. No type or class specified
5. "Not to exceed six months", indicating that permits could be issued, in the discretion of the department, for a lesser period
6. No provision
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

OKLAHOMA:

The law provides that the Department of Public Safety may in its discretion issue an instructor's permit to any qualified high school driver education instructor. [No instruction permit required of persons enrolled in driver education.] Such permit may authorize any person who is at least 15 and one-half years of age or of sophomore or higher standing, who has been certified by the instructor as a student taking a prescribed course of high school education, to operate a motor vehicle while the instructor is occupying the seat beside the driver.

OREGON:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

PENNSYLVANIA:

Instruction permits are generally valid for 90 days, but permits issued to high school students enrolled in an accredited driver training course are valid for 120 days. [Modified regular instruction period]

OKLAHOMA:

1. Comparable
2. The law provides that an instruction permit (Oklahoma law refers to this as a "restricted operator's license") may be obtained by any high school student who is at least 15 and one-half years of age and who is regularly enrolled in or has successfully completed a prescribed high school driver education course. Without driver education, the law provides that the person must be "otherwise qualified to obtain an operator's license" before the person is eligible for an instruction permit [i.e. 16 years of age]
3. Must pass all parts of examination except driving test
4. No type or class specified
5. The law provides that an instruction permit is valid for the same period as a regular license; i.e. it expires two years from the applicant's birthday nearest the date of application.
6. No provision
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

OREGON:

1. Comparable
2. 15; and an additional law provides for the issuance of special instruction permits to persons between the ages of 14 and 16 who are seeking a restricted license
3. Does not expressly require passing an examination
4. No type or class specified
5. 12 months; however, instruction permits issued to persons between the ages of 14 and 16 who are seeking a restricted license are valid for only 60 days
6. No provision
7. Licensed driver in seat beside learner
8. 18 years of age or older
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

PENNSYLVANIA:

1. Comparable
2. 16
3. Does not expressly require passing an examination
4. No type or class specified
5. 90 days
6. No provision
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: must possess license for type or class of vehicle being operated by permit holder
   Experience: The learner must be accompanied by an operator who "regularly and frequently engages in the practice of driving".

RHODE ISLAND: The law provides that a person who is at least 16 years of age and enrolled in a commercial driver's school or a recognized secondary school or college driver training program shall not be required to have an instruction permit while operating a dual control training vehicle while an instructor is occupying the seat beside such person.	RHODE ISLAND: 1. Comparable 2. 16 3. Must pass all parts of examination except driving test 4. No type or class specified 5. 90 days 6. Instruction permits may not be extended or renewed 7. Licensed driver occupying a seat beside the permittee and "at all times is in control of the operation of the motor vehicle." 8. 18 years of age or older 9. License: no requirement as to type or class of vehicle Experience: 1 year of prior driving experience
SOUTH CAROLINA: Substantially like the pre-1968 Code subsection.	SOUTH CAROLINA: 1. Comparable 2. 15 3. Must pass all parts of examination except driving test 4. No type or class specified 5. "Not to exceed six months," indicating that permits could be issued, in the discretion of the department, for a lesser period 6. Unlimited renewal 7. Licensed driver in seat beside learner 8. 21-year minimum age limit 9. License: no requirement as to type or class of vehicle Experience: 1 year driving experience
SOUTH DAKOTA: The law provides that an approved driver education instructor must certify and submit to the commissioner of motor vehicles a list of students enrolled in a driver education class. The students on the certified list may drive a motor vehicle on a designated highway or within a designated area when the driver education instructor occupies the seat beside the student driver. [No instruction permit is required by persons so enrolled.]	SOUTH DAKOTA: 1. Comparable 2. 14 3. Must pass all parts of examination except driving test 4. No type or class specified 5. 60 days *(5 months)* 6. Renewed only once 7. Licensed driver in seat beside learner 8. No minimum age limit 9. License: no requirement as to type or class of vehicle Experience: 1 year driving experience
TENNESSEE: No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.	TENNESSEE: 1. Lacks a provision comparable to UVC 6-105(a): "Although a license is required for driving a motor vehicle on the highways, and no exemption is made to cover driving while learning, nevertheless, Tennessee law contains no provision comparable to UVC 6-105 providing for the issuance of instruction permits. However, Tennessee does have a law comparable to UVC 6-113 dealing with restricted licenses, and some form of instruction permit could be issued under authority of that section.

TEXAS:

No special provision relating to the operation of a motor vehicle by persons enrolled in a driver education course.

UTAH:

Substantially like the pre-1968 Code subsection.

TENNESSEE (continued):

"Although Tennessee has no law directly comparable to UVC 6-105, other laws do refer to instruction permits. See, for example, 59-704(c) which requires an application for an instruction permit to be signed by a parent, 59-708(c) which deals with lost or destroyed instruction permits, and 59-801 which defines the term "license" to include instruction permits for purposes of rules of the road.

2. No provision *(16 years of age)*
3. No provision
4. No provision
5. No provision *(30 days)*
6. No provision
7. No provision
8. No provision
9. License: no provision
   Experience: no provision

TEXAS:

1. Comparable
2. The law provides that an instruction permit may be issued to any person 15 years of age or older who has satisfactorily completed the classroom phase of an approved driver education course. The Texas law contains no provision relating to applicants for an instruction permit who have not completed driver education.
3. Must pass all parts of examination except driving test
4. No type or class of vehicle specified
5. 12 months
6. No provision
7. Licensed driver in seat beside learner
8. 21-year minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: 1 year driving experience

UTAH:

1. Comparable
2. 16
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 6 months
6. No provision
7. Licensed driver in seat beside learner; also the licensed driver accompanying the permit holder in compliance with the law is to be the only passenger in the vehicle, although this one-passenger limitation does not apply to vehicles being used in a driver education program.
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

VERMONT:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

VIRGINIA:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

WASHINGTON:

Substantially like the pre-1968 Code subsection, except that the law specifies that the permit may be issued to persons who are at least 15 years of age, and further that the permit issued entitles the permittee to operate a motor vehicle when accompanied by any driver licensed in Washington with at least five years of driving experience as well as when accompanied by an instructor.

VERMONT:

1. Comparable
2. 15
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 12 months
6. Unlimited renewal
7. Licensed driver in seat beside learner
8. 18 years of age or older; also, permittees under the age of 16 years must be accompanied by a licensed operator 25 years of age or older or a school driver training instructor
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

VIRGINIA:

1. Comparable
2. Any person over the age of 15 years eight months
3. Does not expressly require passing an examination [However, the State Driver's Manual does required passing all parts of the examination except the driving test.]
4. No type or class specified
5. 6 months
6. No provision
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular driving experience required

WASHINGTON:

1. Comparable
2. 15 years and 6 months *(15-15 1/2)*
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 6 months
6. Renewed only once [Washington generally allows only one renewal within 24 months following issuance of the original permit, but the department may issue a third permit if it finds that the permittee is diligently seeking to improve his driving proficiency.]
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: at least 5 years of driving experience

WEST VIRGINIA:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

WISCONSIN:

The law provides as follows:

"(a) Upon application therefor by a person 16 years of age or older who is enrolled in a driver education and training course in any school or who has been accepted for instruction in driving in connection with a driver education course for teachers conducted by the university of Wisconsin or any state university in Wisconsin, and who, except for his lack of training in the operation of a motor vehicle, is qualified to obtain a license, the division may issue to the applicant a school instruction permit. Such permit shall be valid for a period not to exceed 6 months and entitles the permittee during such period and while having such permit in his immediate possession to operate a motor vehicle upon the highways subject to the restrictions imposed by sub. (1) upon holders of general instruction permits, except as otherwise provided in par. (c).

"(b) Upon application by a person at least 15 years 6 months of age who is enrolled in a driver education and training course in school, which course includes practice driving and has been approved by the department of public instruction, or licensed by the division of motor vehicles under s. 343.61 the division may issue to the applicant a special school instruction permit, provided the applicant is qualified to obtain a license except for age and his lack of training in the operation of a motor vehicle and provided he can complete the driver education program not earlier than 2 months before he reaches the age of 16. Such permit is valid only for the duration of the course in which the permittee is enrolled and entitles the permittee while having such permit in his immediate possession to operate a motor vehicle within a designated area and only when an approved instructor is occupying

WEST VIRGINIA:

1. Comparable
2. 16
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 60 days
6. Renewed only once
7. Licensed driver in seat beside learner
8. No minimum age limit
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

WISCONSIN:

1. Comparable
2. Any person who, except for his lack of instruction in operating a motor vehicle, would otherwise be qualified to obtain a license to drive. In other words, persons who meet the minimum age for licensing. [i.e., 18 years of age or 16 years of age for persons who have successfully completed driver education, applicable to operator's license only] *(14-15 1/2-18)*
3. Does not expressly require passing an examination
4. No type or class specified
5. "Not to exceed six months," indicating that permits could be issued, in the discretion of the department, for a lesser period
6. No provision
7. Licensed driver in seat beside learner; also the licensed driver accompanying the permit holder in compliance with the law is to be the only passenger in the vehicle, although this one-passenger limitation does not apply to vehicles being used in a driver education program
8. The law provides that a permit holder may not operate a motor vehicle during hours of darkness unless accompanied by a licensed driver 25 years of age or older or an accredited driving instructor
9. License: no requirement as to type or class of vehicle
   Experience: at least 2 years of driving experience

WISCONSIN (continued):

a seat beside the permittee or he is accompanied by an authorized license examiner for the purpose of examining his ability to operate a motor vehicle. After completing the course in practice driving the permittee while having such permit in his immediate possession may operate his parent's or guardian's motor vehicle, but only at times other than hours of darkness and only while his licensed parent or guardian is occupying a seat beside him and there are no other passengers in the vehicle or while he is accompanied by an authorized license examiner for the purpose of examining his ability to operate a motor vehicle. When the student attains the age of 16 years he shall be entitled to the same privileges as any other operator holding a temporary instruction permit. Such permit shall be valid for a period not to exceed 6 months from date of issue.

"(c) When a motor vehicle equipped with dual controls is used by any school, public or private, for the purpose of training motor vehicle operators and a qualified instructor or student in a driver education course for teachers conducted by any state college or university in Wisconsin occupies a seat beside the operator, not exceeding 3 other persons may occupy seats in the motor vehicle other than the front seat.

WYOMING:

No special provisions relating to the operation of a motor vehicle by persons enrolled in a driver education course.

WYOMING:

1. Comparable
2. 15
3. Must pass all parts of examination except driving test
4. No type or class specified
5. 6 months (1 year)
6. Renewed only once
7. Licensed driver, but not specified that accompanying driver must occupy a seat beside the permit holder
8. 18 years of age or older
9. License: no requirement as to type or class of vehicle
   Experience: no particular experience required

Chart 1. PARENTAL CONSENT AND LIABILITY
(Attachment A) [Source: Driver Licensing Law Annotated, 1973]

PARENTAL CONSENT

Uniform Vehicle Code 6-107: Applications of Minors

> *The application of any person under the age of 18 years for an instruction permit or driver's license shall be signed and verified before a person authorized to administer oaths by the father, mother or guardian, or in the event there is no parent or guardian, then by another responsible adult.*

- Thirty-six (36) jurisdictions have laws which, like the Code, require parental consent before licensing any person under age 18:

Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Idaho
Illinois
Indiana
Iowa
Kentucky
Maine
Massachusetts
Minnesota
Montana
Nevada
New Mexico
New York
North Carolina
North Dakota
Ohio
Oregon
Pennsylvania
Rhode Island
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin

- Another five (5) states have parental consent laws which apply to all persons under age 21 or to all minors:

Louisiana*
Maryland
Michigan*
Soutn Carolina*
Wyoming*

* The provisions in Louisiana, Michigan, South Carolina and Wyoming refer to all minors rather than specifying any particular age. The term "minor" may refer to anyone under the age of 21 but relevant statutory or case law should be consulted in each of these states, particularly in light of the recent trend toward establishing 18 as the age of majority. This is especially true with regard to Michigan since the Michigan law specified age 18 prior to a 1972 amendment.

- Another five (5) states have parental consent laws which apply as follows:

Georgia: One law requires parental consent to the application of any minor under the age of 18 for an operator's license; a second law requires parental consent for a learner's permit issued to any minor.
Hawaii: The parental consent requirement applies to the application of any person under the age of 20.
Kansas: The parental consent requirement applies to the application for an instruction permit of any person who is at least 14 but less than 16. Kansas apparently has no parental consent requirement for minors over 16.
Mississippi: The parental consent requirement applies to the application of any person under the age of 17.
Oklahoma: The parental consent requirement applies to the application of any person under the age of 16.

- The remaining five (5) states do not have parental consent requirements comparable to UVC 6-107:

Alabama
Missouri
Nebraska
New Hampshire
New Jersey

PARENTAL LIABILITY

Prior to 1971, the Uniform Vehicle Code provided that any negligence or willful misconduct on the part of a minor while operating a motor vehicle on a highway would be imputed to the person who signed the license application of the minor. That person would then be liable for any resulting damages. The Code further provided that when proof of financial responsibility was deposited by or on behalf of the minor, the person signing the license application was relieved of liability for subsequent negligence or misconduct.

- Twenty-four (24) states have laws under which liability is imputed to the adult who consented to the minor's license. Fifteen of these laws (marked with an asterisk) also provide that if financial responsibility is posted by or on behalf of the minor, liability will not be imputed to the adult who consented to the license. The 24 states are:

Alaska*
Arizona*
Arkansas
California*
Colorado*
Delaware
Florida
Hawaii
Idaho*
Indiana
Kentucky*
Maryland*
Mississippi
Montana*
Nevada
New Mexico*
North Dakota
Ohio*
Oklahoma*
Rhode Island*
South Carolina*
Tennessee*
Utah*
Wisconsin

- The remaining 27 jurisdictions have no comparable provision.

Chart 2. STATE PERMIT CONSTRAINTS RELEVANT TO PARENT PARTICIPATION PROGRAMS

ALABAMA:

1. General permit[1] valid for a maximum total time of 60 days (30 days renewed once): 60 days may be insufficient time to complete fully-developed PPP.[2]

2. Under age 16, a general permit holder must be accompanied by parent guardian or driving instructor: PPP would be thereby limited to legal parents and guardians for students under age 16.

ALASKA:

None

ARIZONA:

1. [If][3] general permit not issued until applicant is age 15 years and 7 months: some students may complete driver education prior to attaining minimum age for parent-supervised instruction [i.e., PPP and driver education may be incompatible as concurrent programs for students under age 15 years and seven months.]

ARKANSAS:

None

CALIFORNIA:

1. General permit not issued to applicant until either (at age 15-1/2) he has successfully completed driver education or until he is 17-1/2 years of age: PPP and driver education would be incompatible as concurrent programs for students under age 17-1/2. [A restricted license, issued at age 14 and requiring verification by school principal and restricted driving times (no driving between 8 p.m. and 5 a.m.), might allow for concurrent operation of PPP and driver education.]

2. General permit requires accompanying driver to be 18 years of age or older: any PPP participants (e.g., siblings) would have to meet specified age limit.

3. Student permits (issued at age 15) provide only for approved instructor supervision of practice driving: students (ages 15 - 17-1/2) in driver training are not eligible for concurrent parent-supervised instruction.

COLORADO:

1. Student permit may be procured at age 15-1/2, while general permit may not be procured until age 15-3/4: minor incompatibility in concurrent operation of PPP and driver education for some students.

2. General permit requires accompanying driver to be 21 years or older: PPP participants (e.g., siblings) would have to meet specified age limit.

---

[1] "General permit" is used to denote all learner's permits (except "student permits") required for practice driving by unlicensed drivers. "Student permit" is used to denote only those permits provided to driver education students for use in approved driver education courses.

[2] Parent Participation Program

[3] Source data inconsistent

CONNECTICUT:

1. Accompanying driver must be licensed to drive same type or class of vehicle being operated by permittee: in most cases, this constraint would not prove a problem.

DELAWARE:

1. General permit provisions (i.e., the minimum age requirement) do not apply to driver education students: some students may complete in-school driver training prior to attaining eligibility (i.e., age 16) for general permit issuance. [i.e., PPP and driver education may be incompatible as concurrent programs for students under age 16.]

2. Further, there is contrary legislation that provides that applicants under age 18 are required to have successfully completed or to be currently enrolled in driver education in order to procure a general permit: PPP and driver education would be incompatible as concurrent programs in the first instance, and compatible in the second instance.

DISTRICT OF COLUMBIA:

1. Students enrolled in driver education may drive at age 15 while general permits may not be issued until applicants are age 16: PPP and driver education may be incompatible as concurrent programs for students under age 16 [Note: No such problem is known to exist in the District of Columbia since the vast majority of driver education students are at least 16 years of age.]

FLORIDA:

1. Applicants may not be issued general permits until they are legal driving age (18) or until they have completed driver education and are at least age 16: PPP and driver education are incompatible as concurrent programs for many students who complete driver education before their 18th birthday. [General permits requiring a minimum age of 15 years and providing a term of 4 years are reported in the *1974 Driver License Administration Requirements and Fees*. In the absence of specifically cited restrictions, it is assumed that such permits are highly restricted and are not available to the majority of general permit applicants in that state.]

GEORGIA:

1. Driver accompanying general permit holder must be 21 years of age or older: PPP participants (e.g., siblings) would have to meet this minimum age requirement.

HAWAII:

1. Accompanying driver must be licensed to drive same type or class of vehicle being operated by permittee: in most cases, this constraint would not prove a problem.

2. General permit requirement that applicant be of regular licensing age does not present constraint. [Based on data from *1974 Driver License Administration Requirements and Fees*, that reports the legal licensing age for regular licenses (all vehicle classes) is 15 years.]

IDAHO:

1. General permits are not issued until applicant is age 16 or until he is at least age 14 and has successfully completed driver education: in the first instance, students may have completed driver education by age 16, and PPP and driver education may be incompatible as concurrent programs. In the second instance, PPP and driver education are incompatible as concurrent programs.

IDAHO (continued):

2. Permittees under age 16 are restricted to daytime driving: many PPP participants could not provide weekday supervised-practice during winter school terms.

ILLINOIS:

None

[The law is so written as to specifically accommodate parent-supervised driving for students enrolled in driver education.]

INDIANA:

1. General permits are issued to applicants at age 16 while student permits are issued to driver education students at age 15; further, student permits require accompanying driver to be driver education instructor and require applicants under age 18 to complete driver education before practice driving with legal guardian or relative (age 21): students may complete driver education before attaining age 16. [i.e., PPP and driver education may be incompatible as concurrent programs]; and PPP participants supervising practice driving for student permit holders ages 16-18 would have to be a guardian or relative of minimum age [i.e., non-relatives and under age-21 relatives could not participate].

IOWA:

1. General permittees under age 16 must be accompanied by a parent or guardian, or a person 25 years of age or more upon written authorization of a parent or guardian: PPP participants would be restricted to parents, guardians, and over age-25 adults for permittees under age 16.

2. General permittee over age 16 must be accompanied by driver 19 years of age or older: PPP participants (e.g., siblings) would have to meet minimum age requirement.

KANSAS:

1. Student permittees must successfully complete driver education before driving with parent or guardian: PPP and driver education are incompatible as concurrent programs, and even if PPP participants were given dispensation allowing them to provide concurrent practice driving, they would be restricted to include only parents and guardians.

2. Further, in cities where applicants under age 16 (and showing necessity) are issued general permits (without requirement of prior driver education) the accompanying driver must be a parent or guardian: PPP participants supervising driving practice for persons under age 16 would be restricted to include only parents and guardians.

KENTUCKY:

None

LOUISIANA:

1. "School instruction permits" are issued to students (at least) age 14 while enrolled in driver education (cancelled thereafter) and restrict practice driving to supervision by driver education instructor: while general permits are not issued until applicant is age 15: PPP and driver education may be incompatible as concurrent programs for some students ages 14-15.

MAINE:

1. General permit issued to applicants (at least) age 15 who have completed driver education [no age requirement specified for applicants who have not completed driver education]: PPP and driver education may be incompatible as concurrent programs.

2. General permit requires accompanying driver to be at least 18 years of age with one year driving experience: [Assuming a PPP could be instituted] PPP participants (e.g., siblings) would have to meet minimum age and experience requirements.

MARYLAND:

1. General permits are not issued until applicant is age 18 or age 16 after completion of driver education: PPP and driver education are incompatible as concurrent programs.

2. Students (at least) age 15 may drive in approved driver education programs with approved instructors and in dual control vehicles: PPP participants would not qualify to supervise driver education students.

3. Accompanying driver for general permittee must be licensed to drive same type or class of vehicle being operated by permittee: in most cases, this constraint would not prove a problem.

MASSACHUSETTS:

1. General permits are not issued until applicant is age 16: many students may complete driver education before attaining eligible age for general permit [i.e., PPP and driver education may be incompatible as concurrent programs for students under age 16.]

2. General permits require the accompanying driver to be at least age. 21: PPP participants (e.g., siblings) would have to meet minimum age requirement.

MICHIGAN:

1. Special provision for driver education suggests that students under age 16 must complete driver education prior to any practice driving, and further, such practice driving must be supervised by parent or guardian: PPP and driver education incompatible as concurrent programs for student under age 16; and further [assuming dispensation to achieve compatibility] PPP participants restricted to include only parents and guardians for students under age 16.

2. General permits issued to applicants age 16 require accompanying driver to be an "adult": PPP participants (e.g., siblings) would have to meet this minimum age requirement.

MINNESOTA:

1. Student permits require the accompanying driver to be an instructor, or a parent or guardian: PPP participants could include only parents and guardians for any student under 18 years of age [General permits (for non-driver education students) are not issued until instruction permit applicant is age 18 or age 16 and has successfully completed driver education.]

2. Accompanying driver must be licensed to drive same type or class of vehicle being operated by permittee: in most cases, this constraint would not prove a problem.

MISSISSIPPI:

None

MISSOURI:

1. General permits are issued to applicants age 16 while student permits are issued to students age 15: Many students may complete driver education prior to attaining minimum age for general permit issuance [i.e., PPP and driver education may be incompatible as concurrent programs for students ages 15-16.]

MONTANA:

1. General permits issued to applicants age 16 or age 15 after completion of driver education: students may complete driver education prior to 16th birthday [i.e., PPP and driver education incompatible as concurrent programs for students ages 15-16].

NEBRASKA:

1. Driver education students (at least) age 14 may drive under supervision of driver education instructor only, but general permits are not issued until age 15 unless applicant is applying for a restricted license (stipulates transportation necessary to attend school): many students may complete driver education prior to attaining minimum age for general permit [i.e., PPP and driver education may be incompatible as concurrent programs for students ages 14-15].

2. General permit requires accompanying driver to be at least age 21: PPP participants (e.g., siblings) must meet age limit requirement.

NEVADA:

1. General permit issued to applicant age 15 years and 6 months: students may complete driver education prior to attaining age requirement [i.e., PPP and driver education may be incompatible for some students].

2. General permit requires accompanying driver to be at least age 21: PPP participants (e.g., siblings) must meet age limit requirement.

3. General permit requires accompanying driver to possess license and 1 year driving experience for same type or class of vehicle for which permit is issued: PPP participants would have to meet these requirements.

NEW HAMPSHIRE:

1. Student permit issued to students (at least) age 15 for use under driver education instructor supervision, while other persons are required to be age 16 for general (i.e., non-driver education) supervised practice driving: PPP and driver education incompatible as concurrent programs for students ages 15-16.

2. Accompanying driver for non-driver education practice driving must be at least age 21: PPP participants (e.g., siblings) must meet this minimum age requirement.

NEW JERSEY:

1. Student permit issued to driver education students age 16 years and 6 months for instructor-supervised practice in dual control vehicle, while general permit issued to applicants at age 17: students may complete driver education prior to attaining age for general permit [i.e., PPP and driver education incompatible as concurrent programs for students age 16-1/2 - 17].

2. General permit valid for maximum total time of 4 months (60 days renewed once): from initiation of on-street practice in PPP, the program would be restricted to a 4 month duration period.

NEW MEXICO:

1. Student permit issued to driver education students age 14 while general permit issued to applicants age 15: PPP and driver education are incompatible as concurrent programs for students ages 14-15.

2. General permit valid for maximum total time of 4 months (60 days renewed once): from initiation of on-street practice in PPP, the program would be restricted to a 4 month duration period.

NEW YORK:

1. Driver education students may operate motor vehicle without permit while under supervision of driver education instructor; however, general permits issued only to persons of licensing age [i.e., 18] or age 17 after completion of driver education: PPP and driver education are incompatible as concurrent programs for students under age 18 enrolled in driver education.

2. General permit requires accompanying driver to be age 18 or older, and, that between the hours of 8 p.m. and 5 a.m., the permittee must be accompanied by a parent, guardian or person in *loco parentis*: PPP participants must meet minimum age requirement; and, for specified hours, would be restricted to include only parents, guardians, or persons in *loco parentis*.

3. General permit requires accompanying driver to possess license for same type or class of vehicle operated by permit holder: minor constraint unencumbering to most PPP participants.

NORTH CAROLINA:

1. General permit requires permittee under age 16 to be accompanied by a parent or guardian: PPP participants restricted to include only parents and guardians for supervision of students under age 16.

NORTH DAKOTA:

1. General permit requires applicant to be of licensing age (16): PPP and driver education are incompatible as concurrent programs for students under age 16.

2. Accompanying driver must possess license for same type or class of vehicle operated by permit holder and have 1 year driving experience: minor constraint unencumbering to most PPP participants.

OHIO:

1. General permit requires applicant to be of licensing age (16): PPP and driver education are incompatible as concurrent programs for students under age 16.

OKLAHOMA:

None

[The law is so written as to specifically accommodate parent-supervised practice driving for students enrolled in driver education.]

OREGON:

1. General permit requires accompanying driver to be age 18 or older: PPP participants would have to meet minimum age requirements.

PENNSYLVANIA:

1. General permit issued to applicants age 16: students may complete driver education prior to attaining minimum age requirement [i.e., PPP and driver education incompatible as concurrent programs for any student under age 16].

2. Student permit valid for 120 days while general permit valid for 90 days (no provision for renewal): unless renewable, general permits would delimit parent-supervised driving practice to shorter period than driver education instruction.

3. General permit requires accompanying driver to possess license for same type or class of vehicle operated by permit holder: minor constraint unencumbering to most PPP participants.

RHODE ISLAND:

1. General permits are valid for 90 days and are not renewable: 90 days may not be sufficient time to complete fully-developed PPP.

2. General permits require accompanying driver to be age 18 or older and to have 1 year driving experience: PPP participants (e.g., siblings) would have to meet minimum age and experience requirements.

SOUTH CAROLINA:

1. General permit requires accompanying driver to be at least age 21 with 1 year of driving experience: PPP participants (e.g., siblings) would have to meet minimum age and experience requirements.

SOUTH DAKOTA:

1. General permit requires accompanying driver to have 1 year of driving experience: PPP participants would have to meet experience requirement.

TENNESSEE:

None

TEXAS:

1. General permit requires accompanying driver to be at least age 21 with 1 year of driving experience: PPP participants (e.g., siblings) would have to meet minimum age and experience requirements.

[General permit requirement for applicant completion of classroom phase of driver education is compatible with PPP objectives.]

UTAH:

1. General permit issued to applicant age 16 or older: students may complete driver education prior to attaining minimum age [i.e., PPP and driver education may be incompatible as concurrent programs for students under age 16].

VERMONT:

1. General permit requires accompanying driver to be age 18 or older; and, for permittees under age 16, accompanying driver must be age 25 or older: PPP participants (e.g., siblings) would have to meet minimum age requirements.

VIRGINIA:

1. General permit issued to applicant age 15 years and eight months or older: students may complete driver education prior to attaining minimum age [i.e., PPP and driver education may be incompatible as concurrent programs for students under age 15 years and eight months].

WASHINGTON:

1. Any accompanying driver who is not an approved driver education instructor must have at least 5 years driving experience: may be major constraint for participants in PPP, especially any non-parental participants (e.g., siblings).

WEST VIRGINIA:

1. General permits issued to applicants age 16 or older: students may complete driver education prior to attaining minimum age [i.e., PPP and driver education may be incompatible as concurrent programs for students under age 16].

WISCONSIN:

1. Student permits issued to driver education students age 15-1/2 or older while general permits issued to applicants of licensing age (18) or age 16 after successful completion of driver education: PPP and driver education are incompatible as concurrent programs for students under age 18.
2. Permit holders under age 16 (i.e., who have not completed driver education) may practice drive only with parent or guardian (in vehicle owned by same) and may never drive during the hours of darkness; further, permit holders age 16 or older may not operate vehicle during hours of darkness unless accompanied by driver age 25 or older with 2 years driving experience: [Assuming compatibility of PPP and driver education], PPP participants would have to be either parents or guardians who own their own car if the student is under age 16; and, if the student is age 16 or older, the participants would have to meet the minimum age and experience requirements.

WYOMING:

1. General permit requires accompanying driver to be age 18 or older. PPP participants (e.g., siblings) would have to meet minimum age requirement.

Chart 3

Permit Constraints That Impact Directly on Implementation of Parent Participation Program (PP) as Concurrent Program With Driver Education

(1st Source: *Driver Licensing Laws Annotated, 1973)*
(2nd Source: *1974 Driver License Administration Requirements and Fees)*

State	Requirements for Permit Issuance				Permit Validity			Accompanying Driver Requirements					Impact on Parent Program
	Student Permit	General Permit			Student Permit	General Permit		Student Permit	General Permit				
	Minimum Age	Minimum Age	Enrolled in Driver Ed.	Driver Ed. Completed	Term	Term	Restrictions		Minimum Age	Driving Experience	License	Relationship	
Alabama						60 days						Parent or guardian (permitee under age 16)	Major
Alaska													None
Arizona	15 or[a] younger	15 yrs. 7 mos.											Minor
Arkansas													None
California	15							D.E. teacher					Major
		15½		Yes					18				
		17½							18				
Colorado	15½												Minor
		15¾							21				

(Continued)

Chart 3 *(Continued)*

Permit Constraints That Impact Directly on Implementation of Parent Participation Program (PP) as Concurrent Program With Driver Education

(1st Source: *Driver Licensing Laws Annotated, 1973)*
(2nd Source: *1974 Driver License Administration Requirements and Fees)*

State	Requirements for Permit Issuance				Permit Validity			Accompanying Driver Requirements					Impact on Parent Program
	Student Permit	General Permit			Student Permit	General Permit		Student Permit	General Permit				
	Minimum Age	Minimum Age	Enrolled in Driver Ed.	Driver Ed. Completed	Term	Term	Restrictions		Minimum Age	Driving Experience	License	Relationship	
Connecticut											Same vehicle class		Minor
Delaware	No minimum age	16	Yes[b]	Yes[b]									Major
District of Columbia	15	16											Minor[c]
Florida		16		Yes									Major
		18											
Georgia									21				Minor
Hawaii											Same vehicle class		Minor
Idaho		14		Yes			Daytime						Major
		16											

(Continued)

Chart 3 *(Continued)*

Permit Constraints That Impact Directly on Implementation of Parent Participation Program (PP) as Concurrent Program With Driver Education

(1st Source: *Driver Licensing Laws Annotated, 1973)*
(2nd Source: *1974 Driver License Administration Requirements and Fees)*

State	Requirements for Permit Issuance				Permit Validity			Accompanying Driver Requirements					Impact on Parent Program
	Student Permit	General Permit			Student Permit	General Permit		Student Permit	General Permit				
	Minimum Age	Minimum Age	Enrolled in Driver Ed.	Driver Ed. Completed	Term	Term	Restrictions		Minimum Age	Driving Experience	License	Relationship	
Illinois[d]													None
Indiana	15							D.E. teacher					Major
		16											
	15-18			Yes					21			Parent or guardian	
Iowa		Under 16							25			Parent or parent-authorized	Minor
		Over 16							19				
Kansas				Yes								Parent or guardian	Major
		Under 16					Show Necessity					Parent or guardian	
Kentucky													None
Louisiana	14							D.E. teacher					Minor
		15											

(Continued)

Chart 3 *(Continued)*

Permit Constraints That Impact Directly on Implementation of Parent Participation Program (PP) as Concurrent Program With Driver Education

(1st Source: *Driver Licensing Laws Annotated, 1973)*
(2nd Source: *1974 Driver License Administration Requirements and Fees)*

	Requirements for Permit Issuance				Permit Validity			Accompanying Driver Requirements					
	Student Permit	General Permit			Student Permit	General Permit		Student Permit	General Permit				
State	Minimum Age	Minimum Age	Enrolled in Driver Ed.	Driver Ed. Completed	Term	Term	Restrictions		Minimum Age	Driving Experience	License	Relationship	Impact on Parent Program
Maine		15		Yes					18	1 year			Major
Maryland	15							D.E. teacher					Major
		16		Yes							Same vehicle class		
		18											
Massa-chusetts		16							21				Minor
Michigan		Under 16		Yes								Parent or guardian	Major
		16							"Adult"				
Minnesota[d]	15 or[a] younger							D.E. teacher parent or guardian			Same vehicle class		Minor
		16		Yes									
		18											
Mississippi													None

(Continued)

Chart 3 *(Continued)*

Permit Constraints That Impact Directly on Implementation of Parent Participation Program (PP) as Concurrent Program With Driver Education

(1st Source: *Driver Licensing Laws Annotated, 1973)*
(2nd Source: *1974 Driver License Administration Requirements and Fees)*

State	Requirements for Permit Issuance				Permit Validity			Accompanying Driver Requirements					Impact on Parent Program
	Student Permit	General Permit			Student Permit	General Permit		Student Permit	General Permit				
	Minimum Age	Minimum Age	Enrolled in Driver Ed.	Driver Ed. Completed	Term	Term	Restrictions		Minimum Age	Driving Experience	License	Relationship	
Missouri	15	16											Minor
Montana		15		Yes									Minor
		16											
Nebraska	14							D.E. teacher					Minor
		15							21				
Nevada	15 or younger												Minor
		15 yrs. 6 mos.							21	1 year	Same vehicle class		
New Hampshire	15							D.E. teacher					Minor
		16							21				
New Jersey	16½							D.E. teacher					Minor
		17				4 mos.							

(Continued)

Chart 3 *(Continued)*

Permit Constraints That Impact Directly on Implementation of Parent Participation Program (PP) as Concurrent Program With Driver Education

(1st Source: *Driver Licensing Laws Annotated, 1973)*
(2nd Source: *1974 Driver License Administration Requirements and Fees)*

State	Requirements for Permit Issuance				Permit Validity			Accompanying Driver Requirements					Impact on Parent Program
	Student Permit	General Permit			Student Permit	General Permit		Student Permit	General Permit				
	Minimum Age	Minimum Age	Enrolled in Driver Ed.	Driver Ed. Completed	Term	Term	Restrictions		Minimum Age	Driving Experience	License	Relationship	
New Mexico	14												Minor
		15				4 mos.							
New York	15 or[a] younger							D.E. teacher					Major
		17		Yes			8 p.m.-5a.m. accompanied by parent or guardian		18		Same vehicle class		
		18							18				
North Carolina		Under 16										Parent or guardian	Minor
North Dakota	15 or[a] younger												Minor
		16								1 year	Same vehicle class		
Ohio	15 or[a] younger	16											Minor

(Continued)

Chart 3 *(Continued)*

Permit Constraints That Impact Directly on Implementation of Parent Participation Program (PP) as Concurrent Program With Driver Education

(1st Source: *Driver Licensing Laws Annotated, 1973)*
(2nd Source: *1974 Driver License Administration Requirements and Fees)*

State	Requirements for Permit Issuance				Permit Validity			Accompanying Driver Requirements					Impact on Parent Program
	Student Permit	General Permit			Student Permit	General Permit		Student Permit	General Permit				
	Minimum Age	Minimum Age	Enrolled in Driver Ed.	Driver Ed. Completed	Term	Term	Restrictions		Minimum Age	Driving Experience	License	Relationship	
Oklahoma[d]													None
Oregon									18				Minor
Pennsyl-vania	15 or[a] younger				120 days								Minor
		16				90 days					Same vehicle class		
Rhode Island						90 days			18	1 year			Minor
South Carolina									21	1 year			Minor
South Dakota										1 year			Minor
Tennessee													None
Texas[d]				Classroom phase only[e]					21				

(Continued)

Chart 3 *(Continued)*

Permit Constraints That Impact Directly on Implementation of Parent Participation Program (PP) as Concurrent Program With Driver Education

(1st Source: *Driver Licensing Laws Annotated, 1973)*
(2nd Source: *1974 Driver Licence Administration Requirements and Fees)*

State	Requirements for Permit Issuance				Permit Validity			Accompanying Driver Requirements					Impact on Parent Program
	Student Permit	General Permit			Student Permit	General Permit		Student Permit	General Permit				
	Minimum Age	Minimum Age	Enrolled in Driver Ed.	Driver Ed. Completed	Term	Term	Restrictions		Minimum Age	Driving Experience	License	Relationship	
Utah	15 or[a] younger	16											Minor
Vermont		Under 16							25				Minor
		16							18				
Virginia	15 or[a] younger	15 yrs. 8 mos.											Minor
Washington[d,f]										5 years			Minor[f]
West Virginia													None
Wisconsin	15½												Major
		Under 16		Yes			Parent's vehicle; Daytime					Parent or guardian	

(Continued)

Chart 3 *(Continued)*

Permit Constraints That Impact Directly on Implementation of Parent Participation Program (PP) as Concurrent Program With Driver Education

(1st Source: *Driver Licensing Laws Annotated, 1973)*

(2nd Source: *1974 Driver License Administration Requirements and Fees)*

	Requirements for Permit Issuance				Permit Validity			Accompanying Driver Requirements					
	Student Permit	General Permit			Student Permit	General Permit		Student Permit	General Permit				
State	Minimum Age	Minimum Age	Enrolled in Driver Ed.	Driver Ed. Completed	Term	Term	Restrictions		Minimum Age	Driving Experience	License	Relationship	Impact on Parent Program
Wisconsin		16		Yes			Daytime, unless accompanying driver		25	2 years			
		18											
Wyoming									18				Minor

---

[a] When the law does not provide for a specific minimum age, 15 or younger is assumed.

[b] Additional (contrary) legislation stipulates that a permittee under age 18 must have completed or be currently enrolled in driver education.

[c] The majority of D.C. students are at least age 16.

[d] State law is so written as to specifically accommodate parent-supervised driving for students enrolled in driver education.

[e] This is not incompatible with PPP objectives.

[f] Requirement that accompanying driver have five years driving experience may be major constraint for participants, especially any non-parental participants (e.g., siblings).

Appendix C

PARENT HANDBOOK FOR DRIVER EDUCATION

This appendix is a reproduction of the Parent Handbook for the PAIRED (Parents Assisting Instructors in Road-Driving Education) Program.

PARENT HANDBOOK

FOR DRIVER EDUCATION

TABLE OF CONTENTS

Page

INTRODUCTION 120

- Instructional Cards 120
- Fact Sheets 123
- Parent Checklists for Driving 123

GENERAL GUIDELINES FOR PROVIDING IN-CAR PRACTICE 128

GENERAL GUIDELINES FOR HANDLING STUDENT DRIVING ERRORS 130

PRACTICE DRIVING SCHEDULE 132

ADDITIONAL INFORMATION FOR USE WITH INSTRUCTIONAL CARDS 134

- Basic Control Tasks 134
- Normal Driving 136
- General Guidelines for Practicing in Traffic 140
- Parking 141
- Freeway Driving 141

ADVERSE DRIVING CONDITIONS 142

SOLO DRIVING 147

INTRODUCTION

This handbook is intended as a basic guide for parents who are actively involved in the driver education Parent Participation Program.

In general, the parent's role in the program is to provide the student with driving experiences in addition to those which can be offered in the school's driver education course. Driving practice provided by the parent is not meant to take the place of practice provided in the school program, but is intended to supplement it. Although the driver education instructor schedules each student for as much practice as is possible, students need more in-car practice to become truly safe drivers.

Accompanying this handbook are materials to help you provide practice driving sessions for your child. These include:

- Instructional Cards
- Fact Sheets
- Parent Checklists for Driving

Instructional Cards

The Instructional Cards which accompany this handbook provide the following:

(1) Information describing how to do a specific driving maneuver;

(2) A general description of the driving area in which the maneuver should be practiced;

(3) A list of common errors associated with the driving maneuvers; and

(4) Suggestions for helping the student correct errors.

The cards are designed for easy handling so that the parent may carry them with him when providing practice. The cards are color-coded and are divided into four major driving groups:

1. BASIC CONTROL TASKS (Yellow)
2. NORMAL DRIVING (Green)
3. PARKING (Pink)
4. FREEWAY DRIVING (Blue)

An outline of the maneuvers in the four groups appears below. Common Student Errors and Suggestions for Parents will appear on the reverse side of the card, or on a separate card immediately following.

OUTLINE OF MANEUVERS

BASIC CONTROL TASKS (BCT)

1. Preoperative Procedures
2. Locating Car Controls/Displays
3. Prestarting Procedures
4. Starting the Engine
5. Moving the Car Forward
6. Slowing, Stopping, and Securing the Car
7. Turning (Hand-over-Hand)
8. Left Turns
9. Right Turns
10. U-Turns
11. Bakcing the Car/Turning While Backing
12. Entering Roadway/Leaving Roadway (Curb Stop)
13. Two-Point Turns
14. Three-Point Turns

NORMAL DRIVING (ND)

1. Estimating a Safe Following Distance
2. Changing Lanes to the Left/Changing Lanes to the Right
3. Crossing an Intersection/
   Judging a Safe Gap for Crossing Intersection
4. Left Turns in Traffic/
   Judging a Safe Gap for Turning Left
5. Right Turns in Traffic/
   Judging a Safe Gap for Turning Right
6. Passing

PARKING (P)

1. Angle Parking (Entering and Leaving)
2. Perpendicular Parking (Entering and Leaving)
3. Parking Downhill/
   Leaving a Downhill Parking Space (with/without curb)
4. Parking Uphill/
   Leaving an Uphill Parking Space (with/without curb)
5. Parallel Parking (Entering and Leaving)

FREEWAY DRIVING (FD)

1. Entering the Freeway
2. Driving on the Freeway
3. Leaving the Freeway

Using the Instructional Cards. The maneuvers are presented on the cards in the order in which they should be practiced. For example, the parent should not have the student practice Left Turns (BCT Card 8) until the student has successfully completed BCT Cards 1 through 7. In addition, practice in Normal Driving should not occur until the student has successfully completed all of the Basic Control Tasks. The only exception is Parking maneuvers, which may be practiced any time after Basic Control practice.

When the student must be rated "Good" on a maneuver before practice in a *new* maneuver can start, it has been noted on the cards under Common Student Errors and Suggestions for Parents.

Cards are ordered so that simple maneuvers are practiced first, followed by more complex maneuvers. It is important, therefore, to follow card order. An example of the *simple to complex* order is: *first*, teaching the location of control instruments and their jobs, and *second*, teaching how to start the engine.

The same idea is used to select practice driving areas. For example, a beginning driver should learn to drive in intersections in residential areas before going to urban areas with a lot of traffic.

A general guideline to follow for practicing a manuever is:

(1) Tell the student the steps listed on the Instructional Card if the student is not able to do the maneuver without help;
(2) Check to make sure that the student has done each of the steps correctly and in order;
(3) Give the student directions, if necessary, and have him repeat the steps until help is no longer needed; and
(4) Go on to the next card.

Common Student Errors and Suggestions for Parents (Part of the Instructional Cards) should be studied carefully before in-car practice. General guidelines for handling student errors begin on page 11.

Fact Sheets

Two Fact Sheets accompany this handbook. On Fact Sheet No. 1, the instructor has provided examples of practice locations with low, moderate, or high traffic volume. For each maneuver that appears on the Instructional Cards, a specific traffic volume is indicated by Driving Area. The parent should try to select convenient areas which are similar to the examples offered by the instructor.

At the bottom of Fact Sheet No. 1, the instructor has provided the school program dates for the start and finish of BASIC CONTROL TASKS and all on-street instruction. A schedule of parent-supervised driving, coordinated with the school program dates, is also presented. The parent should check these dates of school instruction with his child. If there is any doubt as to whether the student is capable of practicing a maneuver, the parent should check with the driver education instructor.

Fact Sheet No. 2 provides information on State regulations regarding driver permits. The parent should read this fact sheet and follow it before giving in-car practice.

Parent Checklists for Driving

The Parent Checklists for Driving enable the parent to keep a record of practice for each driving lesson -- which maneuvers were practiced, how much time was spent practicing a maneuver, and how well the student did. A day's lesson will usually include practice sessions for more than one maneuver. There are three (3) checklists which cover all the maneuvers to be practiced. The checklists also permit the instructor to assess the out-of-school progress of students, and to aid the parent with problems he may be having in providing practice. (The instructor will inform parents when the checklists should be returned.)

A part of Checklist No. 1 is shown on the following page.

PARENT CHECKLIST FOR DRIVING: NO. 1*

① ACTIVITY PERFORMED (Instructional Card)	② LENGTH OF PRACTICE SESSIONS AND PERFORMANCE RATINGS FOR ACTIVITY							④ TOTALS		
BASIC CONTROL TASKS	Session 1 (Minutes and Rating)	Session 2 (Minutes and Rating)	Session 3 (Minutes and Rating)	Session 4 (Minutes and Rating)	Session 5 (Minutes and Rating)	Session 6 (Minutes and Rating)	Session 7 (Minutes and Rating)	Total No. Sessions to Achieve "Good" Performance	Total Practice Time for all Sessions	LIST SPECIFIC DRIVING PROBLEMS
PREOPERATING PROCEDURES	③ G F P	G F P	G F P	G F P	G F P	G F P	G F P			
LOCATING CAR CONTROLS/ DISPLAYS	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
PRESTARTING PROCEDURES	G F P	G F P	G F P	G F P	G F P	G F P	G F P			

① This column lists the maneuvers in the order in which they appear on the Instructional Cards.

② Each time the student begins practice for the first time in a maneuver, that practice is "Session 1" for that maneuver. The second time this same maneuver is practiced, that is "Session 2", and so on. A maneuver is practiced until the student is rated "Good".

③ Parent evaluates driving for each maneuver practice session by circling G, F, or P. (G) "Good" = student can do each of the steps listed on the Instructional Card without difficulty and without help; (F) "Fair" = student can do most of the steps, but still needs some help; (P) "Poor" = student cannot do most of the steps, and needs a lot of help.

④ Practice sessions for a maneuver will end when the student is rated "Good". At that time, add (across the page) the number of practice sessions for that maneuver and enter the total number of sessions under the first Totals column. Also, add (across the page) all the time spent in these sessions and enter the total time under the second Totals column.

Completed samples of Checklist No. 1 are shown below:

PARENT CHECKLIST FOR DRIVING: NO. 1*

ACTIVITY PERFORMED (Instructional Card)	LENGTH OF PRACTICE SESSIONS AND PERFORMANCE RATINGS FOR ACTIVITY							TOTALS		
BASIC CONTROL TASKS	Session 1 (Minutes and Rating)	Session 2 (Minutes and Rating)	Session 3 (Minutes and Rating)	Session 4 (Minutes and Rating)	Session 5 (Minutes and Rating)	Session 6 (Minutes and Rating)	Session 7 (Minutes and Rating)	Total No. Sessions to Achieve "Good" Performance	Total Practice Time for all Sessions	LIST SPECIFIC DRIVING PROBLEMS
LEFT TURNS	10 G F [✓ P]	15 G F [✓ P]	15 G [✓ F] P	20 G [✓ F] P	20 [✓ G] F P	G F P	G F P	5	80	1-Turns too wide 2-same

As shown above, the parent spent a total of 80 minutes practicing LEFT TURNS with the student. In the first and second sessions, student performance was "Poor"; in the third and fourth, performance was "Fair"; and in the fifth, "Good". The checklist shows that in the first two sessions, the student had problems with steering.

PARENT CHECKLIST FOR DRIVING: NO. 1*

ACTIVITY PERFORMED (Instructional Card) BASIC CONTROL TASKS	LENGTH OF PRACTICE SESSIONS AND PERFORMANCE RATINGS FOR ACTIVITY Session 1 (Minutes and Rating)	Session 2 (Minutes and Rating)	Session 3 (Minutes and Rating)	Session 4 (Minutes and Rating)	Session 5 (Minutes and Rating)	Session 6 (Minutes and Rating)	Session 7 (Minutes and Rating)	TOTALS Total No. Sessions to Achieve "Good" Performance	Total Practice Time for all Sessions	LIST SPECIFIC DRIVING PROBLEMS
MOVING THE CAR FORWARD	10 G [✓ F] P	10 [✓ G] F P	5 [✓ G] F P	G F P	G F P	G F P	G F P	3	25	1-Jerkystarts

In this example, the parent spent a total of 25 minutes with the student on MOVING THE CAR FORWARD. In the first session, student performance was "Fair"; in the second and third, "Good". Three sessions (total) were required before the parent was completely satisfied that the student had achieved "Good" performance.

A day's lesson of 20 to 45 minutes will include one or more practice sessions for one or more maneuvers. Remember that a lesson will probably include practice sessions for more than one maneuver. For example:

For Tuesday's lesson (20 minutes), the parent supervised practice sessions in the following maneuvers: PREOPERATIVE PROCEDURES (5 minutes), LOCATING CAR CONTROLS/DISPLAYS (5 minutes), PRESTARTING PROCEDURES (5 minutes), and STARTING THE ENGINE (5 minutes). For the next lesson on Thursday, the parent did not supervise a Session 2 for PREOPERATIVE PROCEDURES because the student had been rated "Good" in Session 1 during Tuesday's lesson. Instead, Thursday's lesson (25 minutes) included: LOCATING CAR CONTROLS/DISPLAYS (5 minutes), PRESTARTING PROCEDURES (5 minutes), STARTING THE ENGINE (5 minutes), and MOVING THE CAR FORWARD (10 minutes). The checklist record of these two lessons would look like this:

[The first lesson appears within the solid line, the second lesson within the broken line]

PARENT CHECKLIST FOR DRIVING: NO. 1*

ACTIVITY PERFORMED (Instructional Card) BASIC CONTROL TASKS	LENGTH OF PRACTICE SESSIONS AND PERFORMANCE RATINGS FOR ACTIVITY Session 1 (Minutes and Rating)	Session 2 (Minutes and Rating)	Session 3 (Minutes and Rating)	Session 4 (Minutes and Rating)	Session 5 (Minutes and Rating)	Session 6 (Minutes and Rating)	Session 7 (Minutes and Rating)	TOTALS Total No. Sessions to Achieve "Good" Performance	Total Practice Time for all Sessions	LIST SPECIFIC DRIVING PROBLEMS
PREOPERATIVE PROCEDURES	5 [✓ G] F P	G F P	G F P	G F P	G F P	G F P	G F P	1	5	
LOCATING CAR CONTROLS/DISPLAYS	5 G [✓ F] P	5 [✓ G] F P	G F P	G F P	G F P	G F P	G F P	2	10	
PRESTARTING PROCEDURES	5 G [✓ F] P	5 [✓ G] F P	G F P	G F P	G F P	G F P	G F P	2	10	
STARTING THE ENGINE	5 G [✓ F] P	5 G [✓ F] P	G F P	G F P	G F P	G F P	G F P			1-Grinds starter
MOVING THE CAR FORWARD	10 G F [✓ P]	G F P	G F P	G F P	G F P	G F P	G F P			1-Fast start
SLOWING, STOPPING, AND SECURING THE CAR	G F P	G F P	G F P	G F P	G F P	G F P	G F P			

After the second lesson in the preceeding example, more practice sessions will be needed for: STARTING THE ENGINE and MOVING THE CAR FORWARD. These additional sessions will be included in the next lesson with Session 1 of SLOWING, STOPPING, AND SECURING THE CAR.

Maneuvers for which the first practice sessions may be combined into a single lesson are presented below as groups. However, it is important that practice in a maneuver continues until the student is rated "Good".

MANEUVERS THAT CAN BE PRACTICED TOGETHER IN A LESSON

BASIC CONTROL TASKS

- GROUP 1: BCT 1 - 6
- GROUP 2: BCT 1 - 8
- GROUP 3: BCT 5 - 9
- GROUP 4: BCT 8 - 9
- GROUP 5: BCT 9 - 10
- GROUP 6: BCT 11 - 12
- GROUP 7: BCT 12 - 13
- GROUP 8: BCT 13 - 14

NORMAL DRIVING

- GROUP 1: ND 1 - 2
- GROUP 2: ND 1 - 3
- GROUP 3: ND 2 - 3
- GROUP 4: ND 3 - 4
- GROUP 5: ND 3 - 5
- GROUP 6: ND 4 - 5
- (First practice session for ND 6, PASSING, should not include first practice for another maneuver.)

PARKING

- GROUP 1: P 1 - 2
- GROUP 2: P 3 - 4
- (First practice session for P 5, PARALLEL PARKING, should not include first practice for another maneuver.)

FREEWAY DRIVING

- GROUP 1: FD 1 - 3

NOTE: The number of first practice sessions that should be combined into one lesson depends, of course, on both how much previous driving experience the student has and how confident the parent is about the student's driving.

The student may need more than seven (7) practice sessions in a maneuver before he is rated "Good". If more than seven practice sessions are spent on any one maneuver, these sessions should be noted on the reverse side of the checklists and included in the Totals on the front. Space on the back of the checklists may also be used for additional comments.

GENERAL GUIDELINES FOR PROVIDING IN-CAR PRACTICE

- When practice should be in areas with little to no traffic, the car should be driven by the parent to a quiet residential area or large open parking lot. Driving practice in areas with more traffic should not occur until the student can do the maneuvers without difficulty.
- Give frequent and short practice sessions. (See Practice Driving Schedule, page 13)
- Sit in a position that lets you place your left hand on the steering wheel quickly if the need arises. However, do not sit so close as to interfere with the control of the car.
  - If control problems develop, tell student to reduce car speed to permit more time for thinking.
  - In an emergency, be ready to shift to NEUTRAL or to turn off the engine.
  - If a hazardous traffic situation arises have the student reduce speed and pull over to the side of the road.
- The parent should be aware of traffic situations well ahead of the car and inform the student of situations well in advance.

  Give *where-what* commands far enough ahead so that the student has time to do the maneuvers without pressure. For example, well before an intersection, tell the student, "At the next corner, turn left."
- Follow all the *rules of the road.*
- Talk the student through any maneuver which may be too difficult for him, such as crossing a major intersection or changing lanes in heavy traffic, when such maneuvers cannot be avoided. Be sure to use simple, clear language.

- Expect mistakes, but strive for progress in each lesson.
- Be calm and patient. Try to instill confidence in the student.

GENERAL GUIDELINES FOR HANDLING STUDENT DRIVING ERRORS

Verbal Assistance

- In general, when a student commits an error, he should be told immediately[1] what he has done wrong.
    - For example: the wheel jumps the curb during a right turn. The parent should tell the student as soon as possible why the wheel jumped the curb: "You didn't unwind the steering wheel fast enough, let's try again." The student should then be given the opportunity to practice a series of right turns until the steering error is corrected.
    - Remember to encourage and compliment the student when his performance improves.

- Words used to describe errors should be as precise as possible. In the situation described above, for example, it wouldn't help to tell the student, "You cut that corner too short," since this information does not tell him how to correct the error.

- In some cases, the student will not know that he has made a mistake. For example, when he fails to check the blind spot or fails to signal. When this happens, tell the student of his mistake and, if necessary, explain the importance of doing the task correctly.

---

[1] In come situations, such as when the student must concentrate on other traffic or on other parts of the maneuver, correcting the student should be delayed.

- If a student makes three or four errors during one maneuver, it is usually best *not* to identify *all* of the errors at once. Instead, identify the one, or possibly two, most important errors; practice on the correction of these; and then practice correcting the less important errors.

Manual (Steering) Assistance

- Manual assistance means that the parent takes the steering wheel and steers for the student. Situations in which it may be desirable to provide manual assistance are described under "Suggestions for Parents" on the Instructional Cards. For example, when working on speed control during the first part of practice in BASIC CONTROL TASKS, the parent may take over steering control so that the student can direct all of his attention to maintaining the correct rate of speed. Another instance in which steering assistance should be given is in emergency situations, such as when the student begins to enter a freeway and it is not safe to do so. The parent should keep in mind, however, that manual assistance should be used as little as possible to avoid having the student depend on the parent and never really experience doing the maneuver himself.

PRACTICE DRIVING SCHEDULE

Parent and student should agree upon a definite practice time (hour and day), and to the greatest extent possible, stick to the schedule. In-car lessons are usually taught in the school program at regular, daily intervals. It is recommended that parent-student practice driving be on the same kind of regular schedule. It is best to distribute practice over a couple of days during any one week. A schedule such as Monday-and-Wednesday, Tuesday-and-Thursday, Thursday-and-Saturday, etc. is recommended. If it is not possible to allow for a day to pass between practice sessions, two consecutive days or one day (e.g., a Saturday) of practice with breaks in between is satisfactory. A driving lesson may include practice sessions in only one maneuver or several maneuvers.

- The first lessons should be 20 to 30 minutes in length. As the student becomes more experienced, driving practice may be increased to 30 or 45 minutes.

- If the student becomes tired or confused, end the lesson or take a break. A student's driving will not improve if he is tired.

- Lessons should be scheduled during daylight hours until either the student has completed in-car instruction in the school program, or until the parent is confident that the student can drive at night.

- Devote the first few minutes of the driving lesson to a review of the previous lesson. This time should be in addition to the amount of time planned for driving practice.

- Following the review of the last lesson, the next few minutes should be devoted to a discussion of the lesson for the day. The parent may want to demonstrate by doing the maneuvers which will be covered in the lesson. Demonstrations should be brief and limited to the maneuver which the student will be practicing next. The parent should *talk through* each of the steps involved in the maneuver as he demonstrates. Point out possible problems in doing the maneuver.

- Toward the end of the driving lesson, the student should be given an opportunity to review each of the maneuvers covered in the lesson that day. Ask the student what he has been doing and discuss what he has learned.

- In some instances, the parent may find that the student has forgotten procedures learned in previous practice lessons. Times at which this should be expected are noted on the Instructional Cards (Common Student Errors & Suggestions for Parents). If this occurs, the parent should provide the student with additional practice in these procedures before proceeding to a *new* maneuver.

ADDITIONAL INFORMATION FOR USE WITH INSTRUCTIONAL CARDS

The information which follows is divided into four sections which correspond to the four major groups of Instructional Cards: BASIC CONTROL TASKS, NORMAL DRIVING, PARKING, and FREEWAY DRIVING. This information should be reviewed along with the Instructional Cards by both the parent and the student before in-car practice.

The content presented here is in addition to the information presented on the cards. *Only* the cards which require additional information are mentioned. Where content is specific to an Instructional Card, it is noted by the card heading *and* the maneuver title. Otherwise, content is general and related to an entire group, such as NORMAL DRIVING.

BASIC CONTROL TASKS

The maneuvers in this section are intended to cover the basic control procedures for driving a car. As explained earlier, the order of the maneuvers goes from simple to complex; and it is important that practice occurs in that order. The parent should continue to provide practice in the Basic Control maneuvers until the steps become a habit for the student.

BCT Card 2, Locating Car Controls/Displays: The family car may have a number of features which differ from the driver education car, such as the position of the gear shift, the kind of ignition switch, etc. The parent should briefly look through the car owner's manual with the student and discuss the various controls and gauges on the family car.

BCT Card 3, Prestarting Procedures: It is particularly important that the prestarting procedures be performed in the given order. For example, if mirrors were adjusted before the seat, the mirror position would be wrong when the seat is moved.

- Mirror Adjustment: The inside rearview mirror should be adjusted so that the driver can see the center of the roadway behind. (If the family car has a mirror adjustment for night driving, the parent should point this out to the student.) The outside mirror should be adjusted so that the left side of the car is barely visible from the normal dirving position. Even when mirrors are adjusted properly, there will be *blind spots* on both sides of the car. For certain maneuvers, such as lane changes, it is necessary for the driver to glance back over his shoulder to check for any vehicles that may be in the *blind spot.*
- Safety Belts: Both seat belt and shoulder harness should be used. Safety belts, in addition to reducing injuries in an accident, securely hold a driver in a steering position from which he is better able to control the car in emergency situations.

BCT Card 4, Starting the Engine: If the car has not been driven for a while, the engine will be cold. In most cars, the engine will start more easily if you *set the choke* by pushing the accelerator pedal all the way to the floor once, then letting it up immediately.

- Ignition Switch: When the switch is turned to the ON position, gauges and warning lights turn on. To start the engine, turn the key to START.
- Gauges: It's a good idea to check the gauges after the engine is started. If the generator (or alternator) or oil pressure warning lights stay on, you should find out immediately what is wrong. Also, check the fuel gauge periodically to make sure you always have sufficient gas.

BCT Card 5, Moving the Car Forward: Review the various gear shift positions on the family car.

P (Park): Stop position. In Park, the gears are locked.

N (Neutral): Stop position. In Neutral, the gears are not locked.

R (Reverse): The position for backing the car.

D (Drive): The position for moving the car forward.

L (Low): The position for hard pulling or for going down a steep hill.

BCT Cards 10, 13, and 14, U-Turns, Two-Point Turns, and Three-Point Turns: In most cases, the safest (and often the quickest) way to turn around is to go around the block. However, this cannot always be done. For example, you may find that you are on a dead-end street. It is necessary, therefore, to learn other ways of turning the car around. These are: U-Turns, Two-Point and Three-Point Turns. It is especially important, in practicing these maneuvers, to make sure not only that it is safe, but also legal. Most communities prohibit these kinds of turns in certain areas. Look for signs. If there are no signs, remember that these maneuvers should not be done near hills, curves, or intersections. The best place for turnabouts is a wide street with little traffic.

NORMAL DRIVING

During this phase of parent-supervised practice, the student progresses into a *normal* driving environment. The student must now interact with other vehicles and roadusers. The parent should ensure that the student can successfully perform the BASIC CONTROL TASKS before progressing to the more complex driving activities covered in NORMAL DRIVING.

Progression into traffic must be gradual. Begin driving practice in very low-volume traffic areas. When the student can do a maneuver well, practice can take place in moderate-volume traffic areas. If there is any doubt about the student's ability to drive in traffic, the parent should check with the driver education instructor.

A list of NORMAL DRIVING procedures follows. The parent should encourage the student to make these procedures *second nature* to his driving. They will help in most NORMAL DRIVING maneuvers.

Normal Driving Procedures

- Keep a good lookout. Look down the street toward the center of the path the car is traveling. Keep your eyes moving by checking rearview and side mirrors and the gauges regularly with quick glances. Avoid fixing your eyes on any one point for any length of time. Scan all around the car. Turn your head at the approach to intersections to check for cross traffic.
- Always maintain a safe following distance. (See ND Card 1, Estimating a Safe Following Distance.)
- When driving in traffic, try to stay in one lane as much as possible.
- Make sure that other drivers see you. Avoid driving in another vehicle's blind spot; use the horn when necessary, etc.
- Signal your intentions to other drivers whenever you change direction on the roadway.
- Reduce speed when coming to the top of a steep hill to compensate for: (1) restricted visibility, and (2) an anticipated increase in speed when going down the hill.

PRINCIPLES RELATED TO NORMAL DRIVING

There are numerous maneuvers associated with driving in traffic. All of these maneuvers can be done safely, however, if the driver applies the following four principles: Observing; Communicating; Adjusting Speed; and Positioning. These principles are discussed below. The parent should review and discuss these principles with the student before starting to practice in traffic.

Observing

Observing includes the *what, how,* and *when* of seeing what's going on all around the car. Discuss the importance of being an alert observer when driving in traffic. The parent should have the student tell him specific things to look for when driving, including: roadway characteristics; road signs and car signals; the presence of cars ahead and behind, and on either side; etc. In addition to knowing *what* to observe, the student should know *how* to observe. He should know, for example, to look over-the-shoulder for changing lanes, and to take quick glances in the rearview mirror for traffic behind, etc. Finally, the student must know *when* to look for certain things. For example, at on-ramps, cars entering from the side must be observed; when following, cars ahead and slowing down need to be observed; at intersections or near exits, cars changing lanes must be watched.

Communicating

Communicating means letting other drivers know what you plan to do and making sure other drivers see you. Discuss why it is important to communicate in traffic. The parent should have the student tell him *when* a driver should communicate. Examples include:

- When changing direction: Signal before changing lanes, turning a corner, entering/leaving the freeway, etc.
- When changing speed: Communicate to others when you're slowing down, stopping, parking, etc. by using brake lights and, if necessary, hand signals.

Discuss ways that the student can help other drivers and roadusers to see him by using lights, horn, position of car, etc.

Adjusting Speed

Adjusting speed (speed control) means changing your speed (accelerating or decelerating) to meet the demands of the traffic situation. Discuss the importance of speed control when driving in traffic. Have the student describe situations which call for speed adjustments: when approaching intersections; when leaving/entering a freeway; when driving on hills, curves, and gravel roads; when approaching children playing near the roadside; etc.

Positioning

Positioning means (1) maintaining an adequate following distance (see ND Card 1, Estimating a Safe Following Distance), and (2) keeping free space between the car and things to the sides and the rear of the car. The parent should have the student provide examples of situations which call for keeping free space around the car. For example, on a four-lane roadway with parked cars and pedestrians on the right, you could keep free space around the car by driving in the left lane; or if there are oncoming cars on the left and parked cars on the right, you stay in the center of the driving lane.

Ask the student what situations call for *giving others space*, such as giving the right-of-way to pedestrians at an intersection or to cars on the main roadway. Discuss situations in which space should be given as a *courtesy*, such as when cars are trying to change lanes.

Positioning and time requirements for getting across an intersection or turning at an intersection are discussed on ND Cards 3, 4, and 5.

GENERAL GUIDELINES FOR PRACTICING IN TRAFFIC

The beginning driver is not accustomed to operating a car in an area where there are a lot of vehicles and pedestrians, or where a great number of traffic signs, signals, and lane markings require his attention. At first, the parent should serve as the student's *eyes* in pointing out hazards and providing warnings to assist the student in doing maneuvers. Eventually, the student must learn to constantly observe the driving environment for himself.

The following paragraphs describe student errors which are commonly made when driving in traffic.

- Driving too slowly. The beginning driver may drive too slowly in traffic and block traffic. It is usually best to allow the student to drive slowly during his first few experiences driving in traffic. However, the parent should point out the dangers of traveling at speeds that are too slow and encourage the student to gradually increase his speed within safe limits.

- *Over-responding* to others. The beginning driver, when confronted with other vehicles, pedestrians, or objects next to his lane of travel, may tend to *over-respond*. He may move too far right in response to oncoming vehicles, or move too far left in response to parked vehicles on the right. The parent should describe to the student precisely what he is doing. If the problem continues, he should tell the student to concentrate on staying within the center of the lane. The parent should be prepared to help the student steer if necessary.

- Failing to heed traffic controls. A beginning driver may not notice traffic signs and signals, particularly at intersections. When this problem occurs, the parent should note whether the student is accelerating or decelerating on his approach to the intersection. If the student appears to continue to accelerate beyond the point where he should begin to brake, the parent should tell him immediately that a signal is coming up (*e.g.*, "There's a red light ahead."). Make sure the student responds to your warning and give help if necessary.

PARKING

Practice in parking may begin when the student has successfully completed the BASIC CONTROL TASKS. The information presented below is specifically related to problems the student may experience when parking *on hills*. (Parking Cards 3 and 4 call for parking on hills.)

The beginning driver, when learning to go down a steep hill from a parked position, may have difficulty accelerating smoothly and at a reasonable rate of speed. The parent should verbally assist the student, telling him when and how much to brake, etc.

In addition, the student may tend to concentrate on speed control and devote too little attention to traffic approaching from the rear. When going down or up hills from a parking space, the student should periodically check the rearview mirror to see if vehicles behind him are approaching too fast. If the student forgets to check the rearview mirror, the parent should remind him of the error.

FREEWAY DRIVING

Practice in FREEWAY DRIVING should not take place until the student has been rated "Good" in NORMAL DRIVING maneuvers and the parent is confident that the student is capable of handling high-speed driving.

If possible, the parent should choose a driving area with low to moderate traffic and with long ramps for entering and leaving the freeway. After the student has developed some confidence in driving on the freeway, provide him with many opportunities to enter, exit, and change lanes. Try to avoid straight driving and *spoon-feeding* the student with directions and instructions. Rather, require him to find and use on- and off-ramps and to reach correct decisions without help; but be ready to provide verbal or manual assistance.

ADVERSE DRIVING CONDITIONS

It is recommended that parents do not provide practice driving sessions in adverse weather or under other adverse driving conditions until *after* the student has completed in-car instruction in the school program.

This section of the handbook gives general recommendations for providing practice in driving under such conditions. The student should have completed at least two (2) months of "Good" performance under normal conditions before driving practice under adverse conditions is begun. (GETTING STUCK IN SNOW OR MUD is an exception and can be practiced anytime after BCT training is finished.)

DRIVING ON WET OR ICY PAVEMENT AND POOR ROAD SURFACES

- Drive more slowly and increase following distance to 3 or 4 seconds.
- Keep acceleration gentle, smooth, and steady for starts, slippery areas and upgrades.
- Approach curves and intersections slowly.
- Avoid sudden stops. To slow down or stop, ease foot off accelerator and pump brakes.
- Avoid sudden changes of direction when starting on or driving over slippery areas.
- Shift to a low gear before going down a steep hill that might be slippery.
- If brakes get wet and will not stop the car, dry them by applying brake pressure and accelerating at the same time so that the car drives against the pressure of the brakes.
- Of course, if possible, avoid especially slippery areas, such as ice patches, wet leaves, oil, deep puddles.

- When driving on gravel or dirt roads (brick and wooden pavements too), apply the rules for driving on slippery pavement:
  - Drive slowly
  - Increase following distance
  - Avoid sudden stops, starts, turns.

Common Student Errors and Suggestions for Parents

- Turning curves or changing direction too fast.
- Spinning the rear wheels when attempting to place the car in motion on a wet surface. The parent should explain the need for gradual acceleration. On a slippery upgrade, the parent should tell the student to gently depress the accelerator and hold it steady once the car is moving.
- Failing to come to a normal stop on a wet surface. The parent should emphasize the need for maintaining an adequate following distance. In addition, the student should be told the correct procedures for slowing down or stopping on a wet surface--ease off the accelerator and pump the brakes.

HYDROPLANING

If water on the road is deeper than the tread of the tire, a fast-moving tire may glide over the water--not touching the road surface. This is called HYDROPLANING.

- Hydroplaning conditions may exist if you can see clear reflections on the pavement and on puddles of standing water. Another sign of hydroplaning conditions is if the car ahead leaves no tracks in the water.
- The best way to avoid hydroplaning is to DRIVE SLOWLY, have good tire tread, and have properly inflated tires.
- If you see water on the roadway, try to steer around it. If that's not possible, DRIVE SLOWLY through the water.
- If you hear a "slushing" sound from the tires, especially when changing direction, SLOW DOWN. You're beginning to hydroplane.

LIMITED VISIBILITY--DRIVING IN SNOW, RAIN OR FOG

- Reduce speed and increase following distance to 3 or 4 seconds.
- Look for clues that will help to find other vehicles (or objects) on the road: headlights, tail-lights, outlines, shadows, or movement. Observe to the front, sides, and rear of the car.
- Look for clues that will help to maintain car position on the roadway: road edge, pavement and lane markings, or curbs.
- Stay in the lane that puts the greatest distance between the car and on-coming traffic.
- Use low-beam headlights.
- Use defroster/heater, wipers, and washers as needed.
- If the student cannot see other vehicles or the road, pull off the road completely and wait for visibility to improve. Turn on emergency flashers.

DRIVING AT NIGHT

- Turn on headlights when darkness reduces visibility. Use low beams except on rural roads.
- Drive more slowly at night. The student should be able to stop the car within the distance he can see ahead.
- Increase following distance to 3 or 4 seconds.
- Be especially alert for pedestrians at night.
- Make sure other drivers see the car. Signal well in advance of every move.
- Drive with increased caution. Be especially careful when turning, stopping, or passing.
- Avoid looking directly into the bright lights of an oncoming vehicle. Look away to the right edge of the road just past the oncoming vehicle.

Common Student Errors and Suggestions for Parents

- Failing to maintain direction. The student must learn to maintain the car's direction of travel when the headlights of oncoming traffic reduce his visibility. The student should learn to look along the right edge of his lane. The parent should verbally assist the student, and if the problem persists, the student may need an eye examination.

- Failing to make accurate judgments at night. Because darkness affects the driver's ability to see, judgments of distances and speed will vary from judgments made during daylight hours. The student may come up upon a vehicle ahead at too great a speed (closing rate too fast) or attempt a turn before it is safe to do so. Eventually, he must learn to adjust his driving habits to compensate for the effects of darkness. The parent might identify some cues that the student can use in estimating distance and closing rate. For example, the distance between tail lights or headlights on a vehicle ahead or an oncoming vehicle may aid the driver in estimating distance and/or closing rates. (As a general rule--the closer together the lights, the further away the vehicle.)

GETTING STUCK IN SNOW OR MUD

- Shift to low gear.
- Keep the front wheels straight.
- "Rock" the car to gain traction and forward motion:
    - In low gear, accelerate gently. Avoid spinning wheels. Drive as far forward as possible.
    - Then shift to REVERSE, and accelerate gently, going as far as possible.
    - Before wheels start to spin, shift to LOW again and accelerate.
    - Repeat this forward-backward motion until the car rolls free.[1]
- Keep the car moving slowly but steadily until reaching firm ground.

DRIVING IN SEVERE ENVIRONMENTAL CONDITIONS

When driving in extreme heat:

- Watch temperature gauge for signs of overheating.
- Avoid driving at high speeds for long periods of time.

---

[1] In deep snow or mud, it may be necessary to put boards under the tires to drive out. Never do this when the tires are spinning.

- Shift to low gear when "creeping" in traffic. Slightly race engine (in NEUTRAL) if you are at a standstill in heavy traffic.

When driving in extreme cold:

- Watch temperature gauge for signs of overheating.
- Use defroster or slightly open window(s) to keep windows free of condensation.
- Do not use parking brake in extremely cold temperatures since it may freeze and get stuck.
- Keep fuel tank nearly full in cold weather.

When driving in strong crosswinds:

- Drive slower than normal speed.
- Grasp steering wheel firmly and steer toward wind when you feel the car being affected by the wind force. Be prepared for when wind stops pushing to correct back to normal steering.
- Be alert for sudden changes in wind force when driving past large structures or larger vehicles.
- Keep windows closed to reduce wind noise and protect against flying dust.

Common Student Errors and Suggestions for Parents

- Failing to correctly estimate the amount of steering correction that is necessary in a strong crosswind. The parent should explain to the student that staying on the road in a high crosswind requires rapid correction by turning the wheel just enough to regain the desired path without oversteering. The parent should be ready to assist the student in steering, if necessary.

SOLO DRIVING

In order to determine whether a student is ready to drive on his own, a parent should ask himself the following questions:

- Is the student able to identify potential hazards as he approaches them?
- Is the student capable enough to handle the vehicle in such a manner that hazardous situations are avoided?
- Is the student able to make a prediction as to what is going to happen as a result of changes occuring in the immediate driving environment?
- Is the student able to decide the best action to take to avoid a hazardous situation?
- Is the student able to use visual skills, so that he might correctly read and gain an understanding of the patterns of traffic around him?
- Is the student able to judge time-space relationships that are constantly changing?
- Does the student respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks and other automobiles?

The parent should discuss the following issues with the student. There should be agreement upon a level of driving skill and judgment that will qualify the student to use the family car independently.

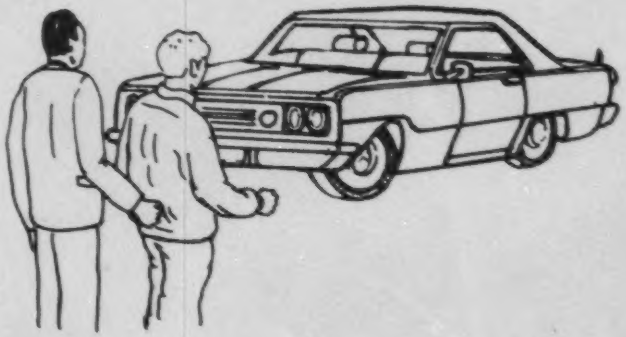
- Readiness for the drivers' license
- Readiness for solo driving
- Use of the car at night and in other adverse conditions
- Use of the car for prolonged trips
- Student responsibilities concerning car maintenance.
- Parental control of the car as contrasted to unlimited use

Appendix D

INSTRUCTIONAL CARDS

(The Instructional Cards were designed to provide easily readable materials in a form that can be readily handled while monitoring student practice and were used in the PAIRED Program.)

PREOPERATIVE PROCEDURES



Before entering the car, the student should:

- Check windows and lights. (Can be easily checked while walking toward the car. Make sure that all windows and lights are clean so that you can see and others can see your car.)
- Check direction of front wheels. (Wheels should be aimed straight ahead so that the car doesn't take off at an angle.)
- Check for objects under or near car.
- Unlock the door.

LOCATING CAR CONTROLS

Apply the parking brake before beginning the exercise. The engine should not be started or running during the exercise. Student sits in driver's seat. As parent names each control, the student should move or operate it. Initially, help the student in locating the controls, if necessary. After 3 to 5 attempts, the student should be able to move or operate the controls without looking for them.

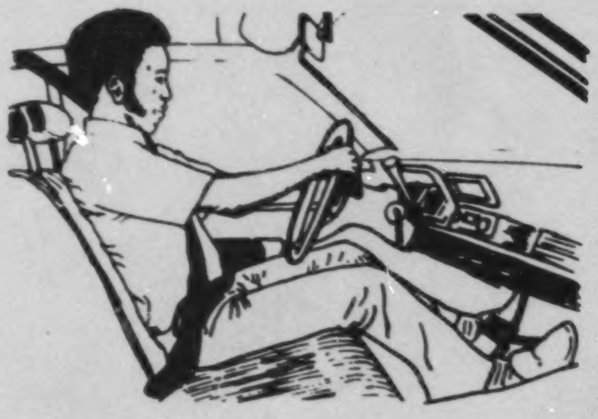
- Dimmer switch
- Signal left turn
- Turn radio on
- Apply brake
- Turn headlights on
- Signal right turn
- Foot on accelerator
- Turn on windshield wipers and washers
- Turn on defroster
- Turn on heater
- Release and apply parking brake

LOCATING CAR DISPLAYS

Initially, help the student in locating the displays, if necessary. After 3 to 5 attempts, the student should be able to quickly point at each display as the parent names it.

- Speedometer
- Temperature warning lights
- Gasoline gauge
- Oil warning light
- Alternator warning light
- Bright light indicator

PRESTARTING PROCEDURES



Position: Legs and arms should be slightly bent. Elbows should not touch the body. Student should be able to see the roadway without leaning forward.

Before starting the engine, the student should:

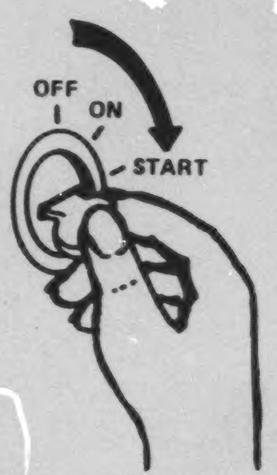
- Put key in ignition.
- Lock doors.
- Adjust seat, head restraint, and mirrors.
- Fasten seat belt and shoulder harness.

PRESTARTING PROCEDURES

Common Student Errors and Suggestions for Parents

- General: A beginning driver may be **nervous.** Try to put the student at ease by remaining calm and patient, and by encouraging and complimenting the student when he does well.
- **Adjusting mirrors.** A new driver may move his head to the right as he adjusts the rearview mirror and to the left as he adjusts the side mirror. Have the student check mirror adjustments by glancing from one mirror to the other; only a slight movement of the head and eyes will be necessary.
- **Sitting too close to the steering wheel.** Make sure that elbows do not touch body and that the heel of the foot touches the floor. Have student sit on pillow if needed.
- **Forgetting checks or going out of order.** At first, give the student as much help as is required. After a series of tries, however, the student should perform all steps without help. Have the student recite steps once without performing them.

STARTING THE ENGINE



The student should:

- Put left hand at top of steering wheel.
- Depress accelerator slightly.
- Turn ignition switch to START.
- Release key when engine starts.

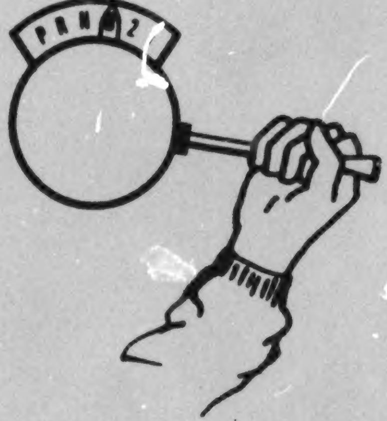
DRIVING AREA: Large, open parking lot; quiet residential area with little traffic.

STARTING THE ENGINE

Common Student Errors and Suggestions for Parents

- **Grinding the starter.** The student may fail to release the key from START once the engine has started. Point out the differences in the sounds made by the starter, and by the engine once it has started. Instruct the student to release the key immediately after he hears the change in sound.
- **Pumping the accelerator before starting the engine,** or when attempting to start a flooded engine.

MOVING THE CAR FORWARD



The student should:

- Put foot on brake.
- Move gear selector to DRIVE.
- Check traffic ahead and behind.
- Release parking brake.
- Remove foot from brake and apply accelerator.

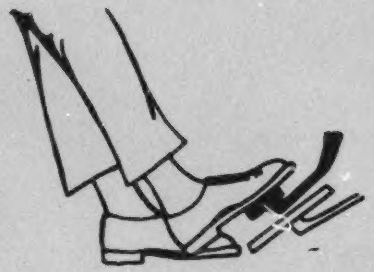
DRIVING AREA: Large, open parking lot; quiet residential area with little traffic.

MOVING THE CAR FORWARD

Common Student Errors and Suggestions for Parents

- **Failing to accelerate smoothly/gradually.** A beginning driver may not know that forward movement is delayed briefly after stepping on the gas pedal. Therefore, he is likely to use too much pressure at first and then change quickly to too little pressure. This causes a rapid, lurching forward motion. Tell the student about the delay between pressure on the gas pedal and acceleration. Caution him to gradually apply pressure.
- **Trying to steer.** At first the student should concentrate on acceleration. He may need manual assistance in steering. Caution him not to hold the steering wheel too tightly or to steer as if turning.
- **Failing to look out at road,** and concentrating on the car interior.

SLOWING, STOPPING AND SECURING THE CAR



SLOWING AND STOPPING THE CAR

The student should:

- Ease up on the accelerator.
- Apply the brake until the car stops.

SECURING THE CAR

The student should:

- Put gear selector lever in PARK.
- Turn ignition OFF.
- Set the parking brake.
- Remove the key.
- Take safety restraints off.

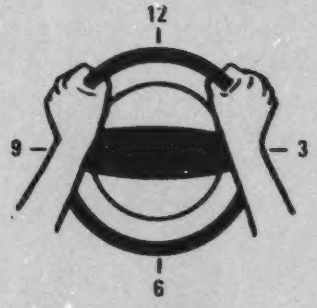
DRIVING AREA: Large, open parking lot; quiet residential area with little traffic.

SLOWING, STOPPING, AND SECURING THE CAR

Common Student Errors and Suggestions for Parents

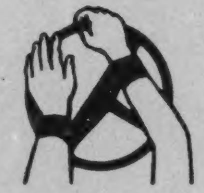
- **Failing to brake smoothly.** A new driver may be unable to execute a smooth, gradual stop. He may apply too much pressure to the brake pedal and cause an abrupt stop. He may pump the brake. Explain that the car begins slowly to brake after pressing slightly on the brake pedal, and that more pressure is applied gradually.

- **Starting to brake too soon or too late.** A student may not know when to start braking. He may brake too soon and cause the car to stop before reaching the correct stopping location. He may brake too late and cause the car to overshoot the location or stop too abruptly at the location. Guide the student through the steps in braking and tell him when to perform each step: (1) slowly depress brake pedal to where brakes are engaged; (2) increase pressure on the brake pedal as the car begins to stop; and (3) release pressure on the brake pedal just before stopping and applying full brake.

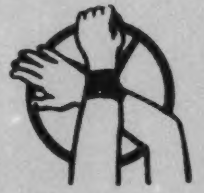


TURNING

Using the hand-over-hand steering technique is best for controlling steering when making turns. The following diagrams show the hand-over-hand method for turning left. Movements would be in the opposite direction for turning right. Have student use the hand-over-hand technique when practicing left and right turns (Cards 8 and 9).



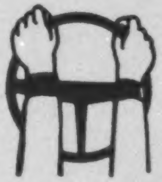
Begin the left turn by releasing your left hand and turning the wheel to the left with your right hand.



Cross your left hand over your right and grip the wheel at the top. Take your right hand from the wheel and continue the turn with your left hand.

Repeat these motions until you have turned the steering wheel enough to make the turn. Then, place your right hand in the normal 2 o'clock position, and make steering corrections as necessary.

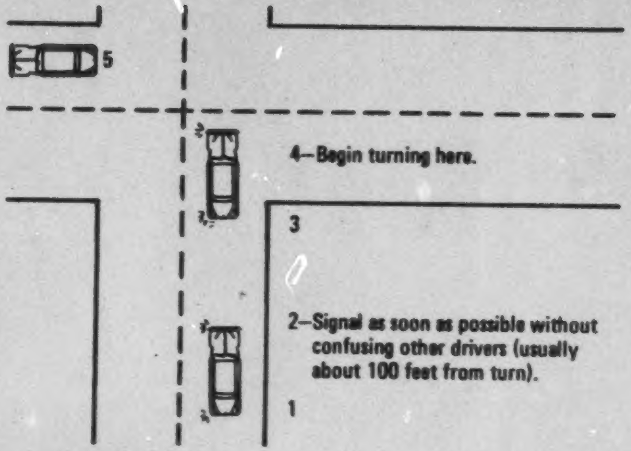
In some cars, you can relax your grip slightly, and the wheel will straighten itself. Keep hands in contact with the wheel at all times.



When the wheel is straightened, return hands to the 10 o'clock and 2 o'clock position.

If your car has power steering, you may have to reverse the hand-over-hand movements to return the wheel to the straight-ahead position.

LEFT TURN


5
4—Begin turning here.
3
2—Signal as soon as possible without confusing other drivers (usually about 100 feet from turn).
1

The student should:

1. Upon approaching the turn, check left, right, front, and rear for traffic and reduce speed.
2. Give left signal.
3. Check traffic ahead, to the sides, and behind. At the intersection, look LEFT-RIGHT-LEFT, then right again as you begin the turn.
4. Steer hand-over-hand to the left just as the front end of the car reaches halfway into the intersection.
5. Use slight acceleration while turning. Unwind the steering wheel as the front end of the car reaches the proper lane, then straighten the car in the lane and proceed.

DRIVING AREA: Large, open parking lot or quiet residential area (two-lane, two-way streets preferred) with little traffic. In this lesson, the student should practice making a series of left turns. Although the student should follow the proper procedures for checking traffic and signalling, this lesson is intended to concentrate on the turning maneuver itself. Left turns in moderate to heavy traffic will be covered in NORMAL DRIVING - 4.

BASIC CONTROL TASKS - 8 and 9

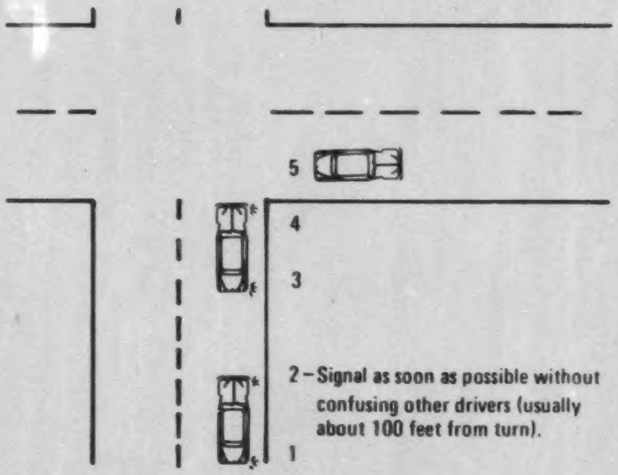
TURNS

Common Student Errors and Suggestions for Parents

- General: When the student begins learning how to make turns he may commit a **combination of steering, speed control, and judgmental errors.** Choose a practice area (low traffic volume) where the student can perform a series of turns (for at least 15 minutes) and concentrate on correcting the errors. Work on one error at a time. Introduce "signalling" after the student has corrected errors in steering, speed control, and judgment.
- **Not slowing enough before turning.** Require the first few practice turns to be made at slow speeds. Speed can be increased as steering improves.
- **Steering too much or not far enough for the turn,** resulting in a turn that "cuts the corner" or is too wide. Emphasize for the student the correct location on the road at which to begin the turn. Demonstrate the correct time to start steering into the turn and steering out of the turn. Show the student where to look and tell him to concentrate on where he is going so he will remain on the correct path. Remind the student that steering out of the turn requires that he straighten the wheels **just before** the car is facing in the new direction. During the first practice sessions, the parent should give directions on steering throughout the turn, and be ready to take the wheel.

BASIC CONTROL TASKS - 9

RIGHT TURN


5
4
3
2 – Signal as soon as possible without confusing other drivers (usually about 100 feet from turn).
1

The student should:

1. Upon approaching the turn, check left, right, front, and rear for traffic and reduce speed.
2. Give right signal.
3. Check traffic ahead, to the sides, and behind. At the intersection, look LEFT-RIGHT-LEFT.
4. Steer hand-over-hand to the right just as the front end of the vehicle reaches the intersection curb line.
5. Use slight acceleration while turning. Unwind the steering wheel as the front end of the car reaches the proper lane, then straighten the car in the lane and proceed.

DRIVING AREA: Large, open parking lot or quiet residential area (two-lane, two-way streets preferred) with little traffic. In this lesson, the student should practice making a series of right turns. Although the student should follow the proper procedures for checking traffic and signalling, this lesson is intended to concentrate on the turning maneuver itself. Right turns in moderate to heavy traffic will be covered in NORMAL DRIVING - 6.

BASIC CONTROL TASKS - 8 and 9

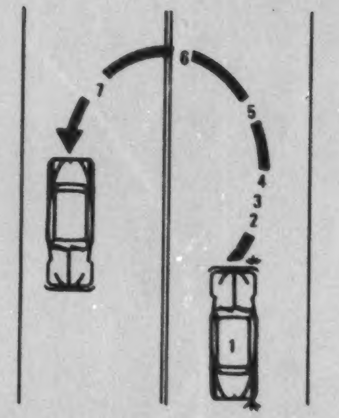
TURNS

Common Student Errors and Suggestions for Parents

- General: When the student begins learning how to make turns he may commit a combination of steering, speed control, and judgmental errors. Choose a practice area (low traffic volume) where the student can perform a series of turns (for at least 15 minutes) and concentrate on correcting the errors. Work on one error at a time. Introduce "signalling" after the student has corrected errors in steering, speed control, and judgment.
- **Not slowing enough before turning.** Require the first few practice turns to be made at slow speeds. Speed can be increased as steering improves.
- **Steering too much or not far enough for the turn,** resulting in a turn that "cuts the corner" or is too wide. Emphasize for the student the correct location on the road at which to begin the turn. Demonstrate the correct time to start steering into the turn and steering out of the turn. Show the student where to look and tell him to concentrate on where he is going so he will remain on the correct path. Remind the student that steering out of the turn requires that he straighten the wheels just before the car is facing in the new direction. During the first practice sessions, the parent should give directions on steering throughout the turn, and be ready to take the wheel.

BASIC CONTROL TASKS - 10

U-TURN



1. Check for traffic in rearview mirror, and give right signal.
2. Steer right and stop alongside the right curb.
3. Signal for a left turn.
4. Check traffic in all directions, particularly over your left shoulder.
5. When clear, move forward slowly, turning the steering wheel rapidly to the left.
6. Gradually increase speed while turning rapidly left.
7. Steer the car into the right hand lane, straighten wheels, and proceed.

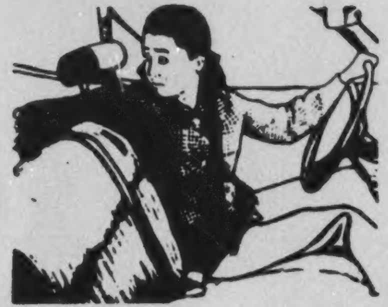
DRIVING AREA: Wide residential streets with little or no traffic. Do not attempt a U-Turn in heavier traffic areas.

U-TURNS

Common Student Errors and Suggestions for Parents

- **Not looking in all directions for traffic before turning, and while making the turn.** The parent must look for other vehicles throughout the turn. Remind the student at key points to check for traffic. During the first practice sessions, act as the students' "eyes" and permit the student to concentrate on the maneuver.
- **Failing to turn the steering wheel fast enough,** making the turn too wide for the street. At first, guide the student throughout the maneuver by giving directions such as "keep turning."
- **Going too fast while turning.** Emphasize for the student that he must control speed. Have the student make the turn at a slow speed at which he will have complete control.

BACKING THE CAR



The student should:

- Put left hand at top of steering wheel.
- Apply brake.
- Shift to REVERSE and release parking brake.
- Check for traffic in all directions.
- Place right hand on back of front seat and look through rear window.
- Release brake slowly; apply accelerator slightly (if needed). Brake to control speed of car.
- Move slowly and avoid sudden movement of the steering wheel. (Check · front fender clearance by glancing quickly to the front a few times while backing.)
- Press brake gently to stop.
- Shift to PARK.

DRIVING AREA: Wide residential streets with little or no traffic.

TURNING WHILE BACKING

BACKING TO THE RIGHT–

- Position: Head turned to look through rear window. (Check front fender clearance by glancing quickly to the front a few times while backing.)
- Steering: Turn the steering wheel hand-over-hand to the right. Straighten the wheels while the vehicle is backing and before the car has stopped.

BACKING TO THE LEFT–

Follow same steps as for Backing Straight, except:

- Position: Check over right shoulder, then position body so that you can check traffic over left shoulder while backing. (Check front fender clearance by glancing quickly to the front a few times while backing.)
- Steering: Turn the steering wheel hand-over-hand to the left. Straighten the wheels while the vehicle is backing and before the car has stopped.

BACKING THE CAR/TURNING WHILE BACKING

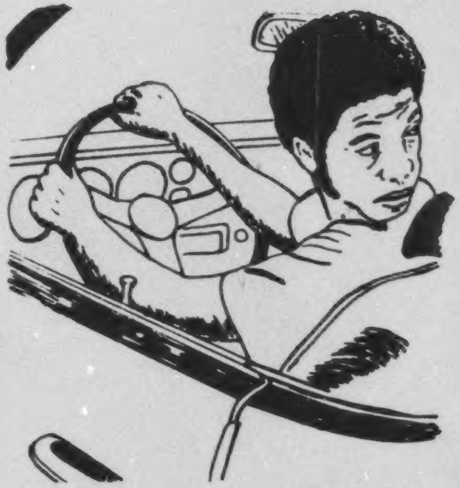
Common Student Errors and Suggestions for Parents

- **Using mirrors, instead of turning the head to check traffic.** Insist that the student take the proper position before he begins backing. Watch the student throughout the maneuver to make sure he remains in the correct position.
- **Backing too fast.** First, make sure that the student has no problems reaching the brake pedal. (The seat may be too far back, or the student may be turning too far to look out the back window.) Second, make sure that the student is controlling the speed of the car with the brake, not the gas pedal.
- **Turning the steering wheel in the wrong direction.** When a new driver sees that the car is backing off course and tries to correct for this, he will often turn in the wrong direction. Help correct this error by either (1) having the student stop as soon as he makes a steering error and pointing out the correct action; or (2) taking the wheel and turning it in the correct direction.
- **Paying attention to only one side of the car and steering in that direction.** The new driver may pay attention to only one of the rear fenders for judging the backward path of the car. The car will often go off course since the student tends to steer in the direction he is looking. Encourage the student to concentrate on the entire back end of the car and on keeping the car centered in its path.

TURNING WHILE BACKING

- **Turning too fast and losing control.** Beginning drivers often drive too fast for this maneuver and therefore lose control. Insist that the student drive at very slow speeds during his first attempts.
- **Steering while not moving.** Remind the student that if he turns while not moving, he will not know how far the car will go in the direction of the turn once movement begins.

ENTERING ROADWAY



The student should:

- Check traffic to the front and rear. (Look over left shoulder for rear-approaching traffic.) When safe to enter traffic lane,
- Signal left. Check traffic again.
- When clear, turn steering wheel left and accelerate smoothly into lane.
- Straighten wheels and cancel signal.
- Accelerate to speed of traffic flow.

DRIVING AREA: Large, open parking lot; quiet residential area with little traffic.

ENTERING ROADWAY/LEAVING ROADWAY

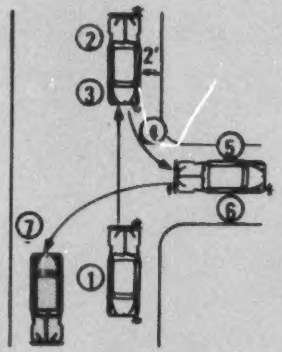
Common Student Errors and Suggestions for Parents

- **Failing to correctly judge when there is enough room to enter traffic.** First make sure that the student can make correct judgments (rating "Good") in an area with little or no traffic. Next, begin practice in a low to moderate traffic volume area by having the student tell you (without actual performance) when it is safe to enter traffic. The student will come to make correct decisions. If the student hesitates, tell the student when it is safe to move.

LEAVING ROADWAY

- Scan the roadside ahead for a suitable place to stop.
- Check rearview mirror.
- Signal
- Decelerate to safe speed.
- Steer the car alongside curb, braking gently to a stop. (Be sure car has cleared main roadway before stopping.)
- Secure the car.

TWO-POINT TURN



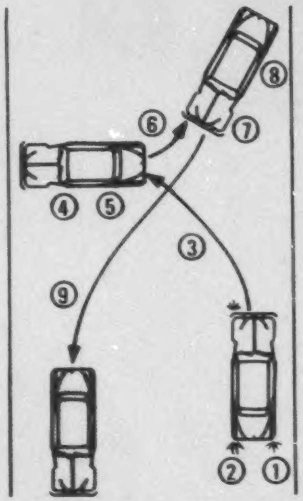
1. Check traffic to the rear (using mirrors) and signal to move right.
2. Stop when the car is about half a car length beyond the driveway. (Check for pedestrians or objects in driveway as you pass.)
3. Check for traffic behind and shift to REVERSE. (Foot on brake)
4. Release brake and back *slowly* into the driveway, steering hand-over-hand to the right. (Use procedures for TURNING WHILE BACKING, BASIC CONTROL TASKS - 11.)
5. Straighten front wheels quickly and stop when the car is off the street and completely in driveway.
6. Shift to DRIVE, and signal left.
7. Check traffic and turn left when clear.

DRIVING AREA: Quiet, narrow street with little or no traffic. Do not attempt two-point turns in heavier traffic.

THREE-POINT TURN

Preparing for Turn

1. Signal for a stop, check traffic to the rear, then come to a complete stop at the far right side of the street.
2. Check traffic in both directions and then signal for left turn.



Point One

3. When the way is clear, move the car forward slowly and at the same time, turn the steering wheel rapidly to the left.
4. When the car is about 4-5 feet from the curb, brake gently and quickly straighten the steering wheel by turning it to the right. Stop before the front wheels touch the curb.

Point Two

5. Shift into REVERSE and check traffic all around.
6. Back up slowly toward the opposite curb, while turning the steering wheel rapidly to the right.
7. When the car is 4-5 feet from the curb behind, brake gently and straighten the steering wheel rapidly.
8. Come to a stop near the curb.

Point Three

9. With foot on brake, shift to DRIVE. Check for traffic again, then move forward in the proper lane.

DRIVING AREA: Quiet, narrow street with little or no traffic. Do not attempt a three-point turn in heavier traffic areas.

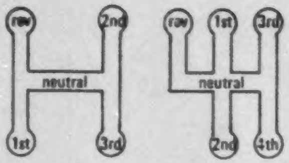
TWO-POINT AND THREE-POINT TURNS

Common Student Errors and Suggestions for Parents

- General: **The student may commit the same errors listed for U-Turns, BCT Card 10.** The errors listed below are peculiar to two- and three-point turns.
- **Failing to look back over the shoulder for turning while backing.** (See BCT Card 11.)
- **Turning the steering wheel too slowly or going too fast** so that the car does not back into the driveway or alley entrance (two-point turns).
- **Striking the curb when backing for a three-point turn.** Give the student verbal guidance until the error is corrected.

MANUAL SHIFT OPERATION

SHIFT PATTERN



The student should:

- Perform prestarting procedures without releasing the parking brake.
- Locate gearshift lever and clutch pedal, and depress clutch pedal all the way to the floor. Hold it there.
- Practice shifting the gear lever:

Neutral	to First
First	to Second to Third (to Fourth)
Neutral	to First
Neutral	to Reverse

- Repeat sequence until shifting is automatic.
- Practice coordinating pressing down the clutch pedal and shifting to gear positions stipulated by the parent.

STARTING THE ENGINE

The student should:

- Perform prestarting procedures *without* releasing the parking brake.
- Press clutch pedal all the way to the floor.
- Place gearshift lever in Neutral.
- Press the accelerator pedal part of the way down and hold it.
- Turn on the ignition switch.
- When the engine starts, release the clutch or keep it down and ready to shift gears.

MOVING THE CAR FORWARD

The student should:

- Start the engine and keep the clutch firmly depressed.
- Check for traffic ahead and behind.
- Release the parking brake.
- Move the gearshift lever from Neutral to First.
- Let the clutch come up very slowly until it reaches the *friction point*—the point at which the engine takes hold and begins to pull the car forward.
- Move the right foot from the brake to the accelerator, and, at the same time, press down gently.
- Slowly let the clutch pedal come up all the way.

MANUAL SHIFT OPERATION

UPSHIFTING AND DOWNSHIFTING

Upshifting: Moving from a lower gear to a higher gear.

The student should:

- Press down the accelerator pedal until the car has reached a speed appropriate for upshifting: First to Second-10 mph; Second to Third-20mph; Third to Fourth-35 mph.

NOTE: The student will learn to "feel" when the appropriate speed is reached. Practice will provide for the development of the "feel" that is required for normal driving.

- Depress the clutch pedal, and, almost immediately,
- Release the accelerator pedal.
- Move the gearshift lever from its present gear-selection position to the next higher gear-selection position.
- Release the clutch pedal slowly until it is at the friction point, and hold it there for a moment.
- Press down the accelerator pedal gradually.
- Release clutch pedal.

Downshifting: Moving from a higher gear to a lower gear.

The student should:

- Release pressure on the acdelerator pedal, and if car speed is too fast or new gear selection, apply brake to reduce speed.
- Press the clutch pedal all the way down, and hold it there.
- Move the gearshift lever from its present gear-selection position to the next lower gear-selection position.
- Release clutch, pausing at the friction point.
- Press the accelerator pedal to regain engine speed; and,
- Release the clutch pedal slowly.

MANUAL SHIFT OPERATION

Common Student Errors and Suggestions for Parents

- General: A beginning driver is going to have difficulty operating the various control devices (i.e. clutch, brake, accelerator, and gearshift lever) simultaneously and/or timing the operation of the devices in the proper sequence.
- **Correctly judging the friction point.** A new driver may release the clutch pedal too fast without hesitating at the friction point. Much practice is needed before the student will be able to "feel" the point when the transmission is engaged. Continued practice in clutch and gearshift coordination, and repetitive drill in starting and stopping in First gear will be needed. A student should not begin practice in any maneuver until basic shifting skills are rated "Good".
- **Improper timing for downshifting.** A student may have difficulty timing the downshifting procedure. If he shifts to a lower gear before the car has adequately slowed down, he may damage the transmission or produce a skid. If he waits too long to downshift, the engine may stall.
- **Incorrect foot placement.** A student may forget where his foot is placed and inadvertently press the wrong pedal.
- **Selection of wrong gear.** After a student has learned the gear positions, he may still select the wrong gear due to improper hand position on the gearshift lever.

NOTE: Some students may not possess the necessary coordination to safely begin practice driving in a manual-shift vehicle. In such cases, practice driving should be restricted to an automatic-transmission vehicle at least until the student is generally skillful at most driving tasks.

STOPPING FROM HIGH GEAR

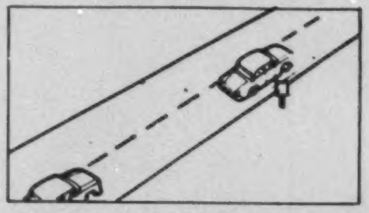
The student should:

- Check for traffic ahead and behind.
- Signal for stop.
- Release accelerator gradually.
- Apply foot brake, slowing car speed to about 10 mph. (Lack of acceleration will also help to slow the car.)
- Depress the clutch pedal.
- Continue to brake, easing foot pressure slightly before car comes to a full stop. Hold car from moving by applying foot brake.
- Move gearshift lever to Neutral position.
- Apply parking brake.

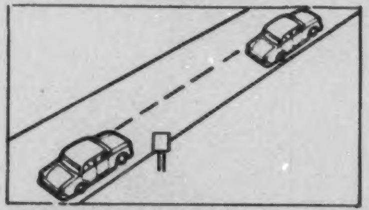
NOTE: In stopping from a gear other than High (i.e. Third or Fourth depending on the vehicle) depress the clutch before using the foot brake.

ESTIMATING A SAFE FOLLOWING DISTANCE

To determine whether you're following a car too closely, or whether you're at a safe (2-second)* following distance, use the following procedures:



- Look down the road for a checkpoint, e.g., sign, driveway, pole, or other marker.
- Begin counting seconds when the rear of the car you are following passes the checkpoint. (Count 1 one-thousand, 2 one-thousand.)



- If it takes less than two seconds for your car to pass the same checkpoint, you're following too closely.
- If it takes two seconds or more for your car to pass the checkpoint, your following distance is safe.

---

*Under poor driving conditions (e.g., wet road), increase the two-second following distance to three or more seconds.

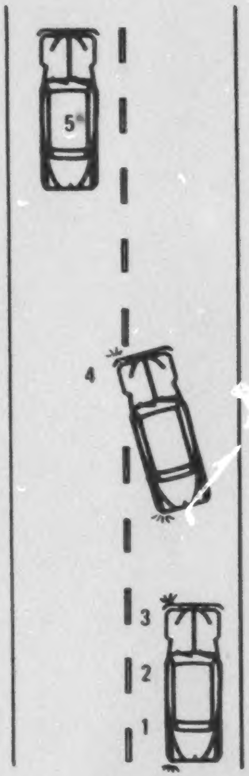
ESTIMATING A SAFE FOLLOWING DISTANCE

Common Student Errors and Suggestions for Parents

- **Following too closely.** The student may not recognize that the car ahead is changing speed. When the car ahead slows down, an unsafe following distance can result. At first, have the student practice estimating a safe distance as a passenger with you as driver.
- **Closing too fast on the car ahead.** A new driver may be unable to correctly estimate the rate at which his car is closing on the car ahead. Emphasize the importance of observing the traffic situation ahead and adjusting the car's speed accordingly. Tell the student to begin braking as soon as you see that he is closing too fast.

CHANGING LANES TO THE LEFT

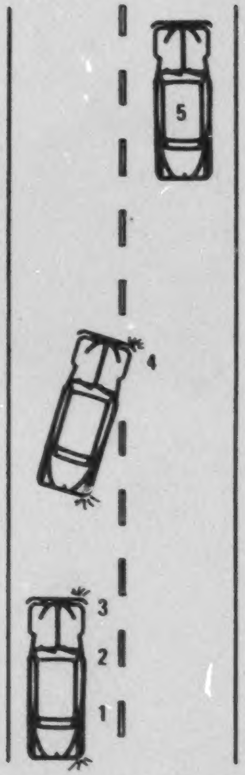
1. Check traffic ahead.
2. Check following traffic by using mirrors. Check blind spot by looking over left shoulder.
3. Give left signal when there is a traffic gap in adjacent (left) lane.
4. Change lanes by accelerating into break in traffic flow.
5. Steer to center car in lane and cancel signal.
6. Adjust speed to traffic flow.



DRIVING AREA: One-way street with low traffic volume. When student's performance is rated "Good," he may progress from moderate to heavy-volume traffic on multi-lane streets.

CHANGING LANES TO THE RIGHT

1. Check traffic ahead.
2. Check following traffic by using mirrors. Check blind spot by looking over right shoulder.
3. Give right signal when there is a traffic gap in adjacent (right) lane.
4. Change lanes by accelerating into break in traffic flow.
5. Steer to center car in lane and cancel signal.
6. Adjust speed to traffic flow.



DRIVING AREA: Same as for CHANGING LANES TO THE LEFT.

CHANGING LANES

Common Student Errors and Suggestions for Parents

- **General:** The student may have difficulty making a **smooth, continuous movement** into the new lane. Provide the student with additional practice in accelerating and steering (see BCT Cards 5 and 7).
- **Failing to make proper checks** before changing lanes. The student may commit any combination of the following errors:
  - **Failing to check rearview properly,** and forgetting about the "blind spot."
  - **Looking over the wrong shoulder.**
  - **Making too long a check over the correct shoulder,** which may cause the car to drift from its path. Explain (or demonstrate) the use of a quick head turn to check traffic ahead and behind while remaining in the path of travel.
  - **Not checking mirrors.**

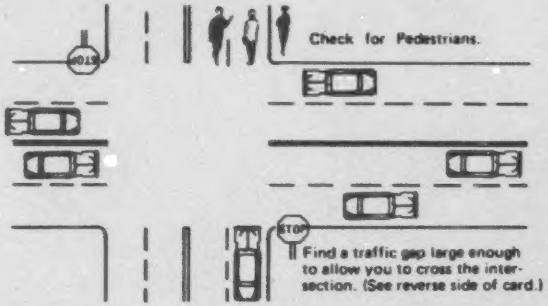
Tell the student immediately that he has made an error. Do not allow lane change if the student has failed to signal or make checks. Have the student start the maneuver over again from the beginning.

CHANGING LANES IN TRAFFIC

- **Failing to properly judge safe gap for entering new lane.** At first, the parent should make the judgment for the student. When the student is able to make all checks and stay in path of travel, have the student tell you when it is safe to change lanes. Emphasize that the student should not change lanes until you have said whether you agree ("OK") or disagree ("No") with his decision. Be ready to provide manual assistance. In time, the student will come to make correct decisions on his own.
- **Not recognizing the need to change lanes.** The student may not see an upcoming traffic situation and, therefore will not know to change lanes. Cues which suggest a lane change include:
  - Parked cars
  - Freeway merge area
  - Traffic ahead moving slowly
  - Lane ending
  - Lanes merging
  - Turn bay
  - Upcoming turn off

Help the student by pointing out cues and emphasize importance of observing traffic situations ahead.

CROSSING AN INTERSECTION



Check for Pedestrians.

Find a traffic gap large enough to allow you to cross the intersection. (See reverse side of card.)

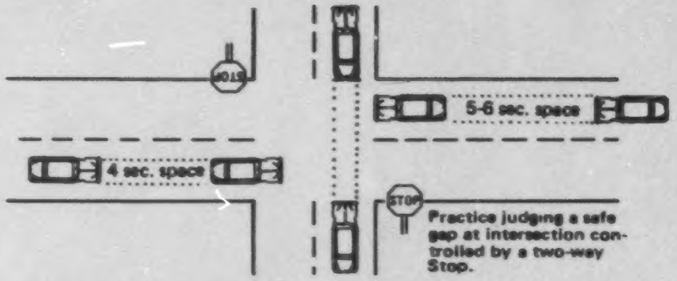
- Check traffic, pavement markings and signs, and enter correct lane for crossing intersection.
- Use rearview mirror to check traffic behind and reduce speed as you approach intersection.
- Look for and obey traffic controls at intersection. (If there are no traffic controls, be prepared to stop.)
- Check for other vehicles and pedestrians. Check LEFT-RIGHT-LEFT and AHEAD.
- If clear (see reverse side of card for judging gap)* and traffic controls permit, proceed through intersection.

DRIVING AREA: Begin practice on residential streets with light to moderate traffic. When student performance is rated "Good," practice may take place on multi-lane streets with moderate (progressing to heavy) traffic.

---

*Initially *parent* should judge gap for student. Student should make gap judgment on his own when he can perform exercise on reverse side of card without difficulty.

JUDGING A SAFE GAP FOR CROSSING AN INTERSECTION



Practice judging a safe gap at intersection controlled by a two-way Stop.

For judging how much time and distance is needed to cross an intersection safely, the following rules apply:

Cars approaching from the left must be 4 seconds away when you begin to cross the intersection.

Cars approaching from the right must be 5 - 6 seconds away.

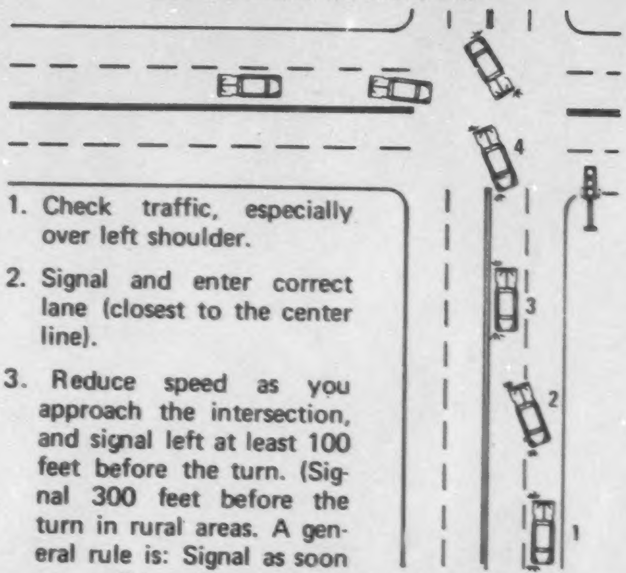
If there is no traffic behind* and vehicles are approaching from the left or right, ask the student if he thinks he has enough time to cross the intersection. Student should respond immediately—Yes or No, and then begin counting: 1 one-thousand, 2 one-thousand, 3 one-thousand, 4 one-thousand for cars approaching from the left. If the car reaches the intersection before the student has finished counting, it was not safe to cross.

Use the same procedure for cars approaching from the right, this time having the student count up to 6 seconds.

---

*This exercise may also be practiced when the student is a passenger. When the student is driving, he may need 2-3 additional seconds to cross the intersection.

LEFT TURNS IN TRAFFIC



1. Check traffic, especially over left shoulder.
2. Signal and enter correct lane (closest to the center line).
3. Reduce speed as you approach the intersection, and signal left at least 100 feet before the turn. (Signal 300 feet before the turn in rural areas. A general rule is: Signal as soon as possible without confusing other drivers—e.g., don't give signal prior to another turn-off.)

STOP SIGN (or UNCONTROLLED INTERSECTION): Stop, check pedestrians and traffic in all directions. Proceed when clear. (See reverse side for judging gap.)*

TRAFFIC LIGHT: If traffic light permits, proceed to middle of intersection.

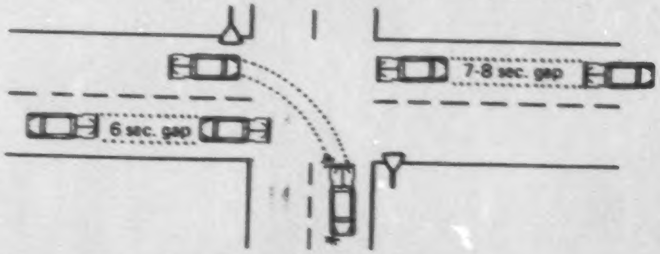
Keep wheels straight if you must stop. (This prevents your car from being driven into the lane of on-coming traffic if struck from the rear.) Check on-coming traffic for an acceptable gap. When clear, complete turn.

4. Steer hand-over-hand to the left just as the front end of the car reaches halfway into the intersection (at the crosswalk for one-way streets). Complete turn as described in BCT Card-8.

DRIVING AREA: When student performance is rated "Good" on BCT Card-8, begin practice on multi-lane streets with moderate (progressing to heavy) traffic.

*Initially, *parent* should judge gap for student. Student should make gap judgment on his own when he can perform the exercise below without difficulty.

JUDGING A SAFE GAP* FOR TURNING LEFT AT AN INTERSECTION



To turn left from a stopped position:

Cars approaching from the left should be about 6 seconds away when you begin your turn.

Cars approaching from the right should be about 7 - 8 seconds away. (This may seem like a long time. But, you're turning into a moving line of cars and it takes time to turn and match the speed of other traffic.)

*Use the procedures described in ND Card - 3 for judging a safe gap by counting seconds. Note: When the student is driving, he may need 2-3 additional seconds to turn left at an intersection.

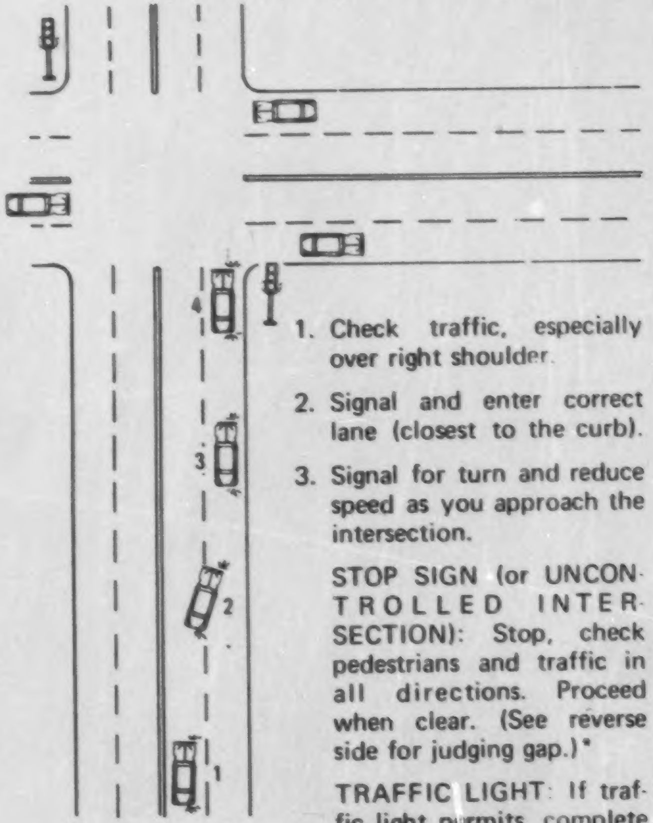
TURNS IN TRAFFIC

Common Student Errors and Suggestions for Parents

NOTE: Student errors for BCT Cards 8 and 9 may reoccur when the student begins making turns in traffic. If this happens, give the student more practice in the procedures on BCT Cards 8 and 9 in the BCT driving area. When these errors are corrected, return to the ND driving area and watch for the errors listed below.

- **Failing to judge safe gap in traffic large enough for turning.** (Intersection without traffic light.) Make sure student practices the exercises on the reverse sides of ND Cards 4 and 5 until you are confident of the student's ability to judge a safe gap for turning. When practice in traffic begins, never permit the student to turn until you are sure the path is clear. Emphasize the importance of being certain of a clear path before beginning a turn. Tell the student that he should not start a turn until you have said whether you agree ("OK") or disagree ("No") with his decision. Eventually, the student will come to make correct decisions without your help.
- **Failing to check for pedestrians in path of turn.** At first, point out (throughout the maneuver) all the things that the student must observe: pedestrians or obstacles in turning path, point at which to brake, etc.
- **Failing to observe traffic controls.** Guide the student in observing and understanding the various traffic controls for turning, such as "Turn right on red light" or left turn lights.

RIGHT TURNS IN TRAFFIC



1. Check traffic, especially over right shoulder.
2. Signal and enter correct lane (closest to the curb).
3. Signal for turn and reduce speed as you approach the intersection.

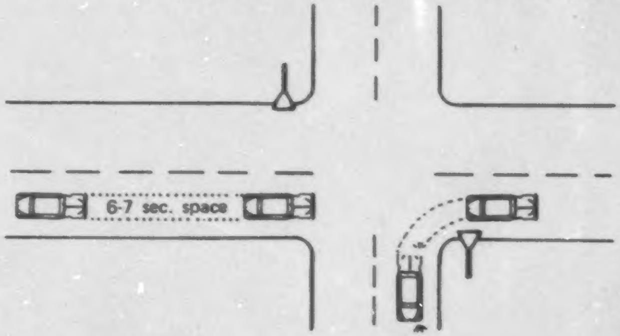
   STOP SIGN (or UNCONTROLLED INTERSECTION): Stop, check pedestrians and traffic in all directions. Proceed when clear. (See reverse side for judging gap.)*

   TRAFFIC LIGHT: If traffic light permits, complete turn.
4. Steer hand-over-hand to the right just as the front end of the vehicle reaches the intersection curb line. Complete turn as described in BCT Card-10.

DRIVING AREA: When student performance is rated "Good" on BCT Card 9, begin practice on multi-lane streets with moderate (progressing to heavy) traffic.

*Initially, *parent* should judge gap for student. Student should make gap judgment on his own when he can perform the exercise below without difficulty.

JUDGING A SAFE GAP* FOR TURNING RIGHT AT AN INTERSECTION



To turn right from a stopped position:

Cars approaching from the left should be about 6 - 7 seconds away when you begin your turn.

---

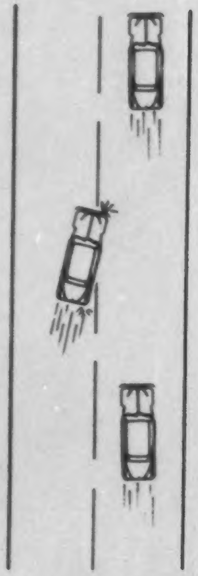
*Use the procedures described in ND Card - 3 for judging a safe gap by counting seconds. Note: When the student is driving, he may need 2-3 additional seconds to turn right at an intersection.

PASSING

To pass on a freeway or multi-lane highway, follow the procedures for changing lanes to the left. When you can see both headlights of passed vehicle in rearview mirror, change lanes to the right.

TO PASS ON A TWO-LANE ROADWAY:

- Be sure passing is safe and legal. Check for limitations to passing - signs, lane markings, dips, curves, intersections, etc.
- Keep a safe distance behind the vehicle being passed. (This allows you to see up ahead without having to swing into the oncoming lane.)
- Check mirrors and left blind spot for traffic behind and alongside your car.
- Judge available passing distance and time. Make decision not to pass if there is *any* doubt.
- Give left signal when clear. Use horn or lights if necessary, to warn driver being passed.
- Accelerate and steer into the passing lane. Speed up as quickly as possible. (Be ready to slow and steer back into the right lane—e.g., if vehicle being passed crosses center line or speeds up.)



- Give right signal and return to right lane when you can see both headlights of passed vehicle in rearview mirror.
- Cancel signal and adjust speed to traffic flow.

DRIVING AREA: The passing or "lane change" maneuver should be practiced on a lightly travelled multi-lane roadway until the student is rated "Good." Then, the maneuver may be practiced on a two-lane highway with light traffic and *no* sight limitations (e.g., hills, curves).

PASSING

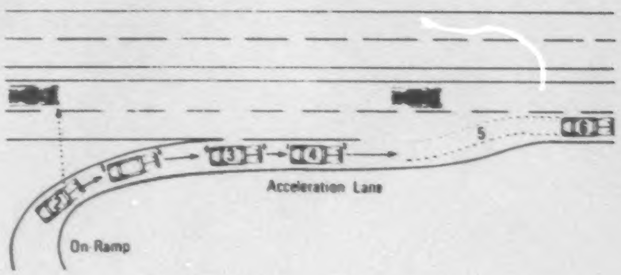
Common Student Errors and Suggestions for Parents

NOTE: Do not practice passing until you have rated the student "Good" on the lane-change-in-traffic maneuver, and you are confident that the student can make a correct judgment about when to pass. It is not uncommon for a new driver who is passing a vehicle to "freeze" at the wheel when an unexpected vehicle or obstacle suddenly appears in the passing lane. Throughout the passing maneuver, therefore, the parent must be ready to manually assist the student.

- **Failing to correctly judge the amount of time or distance available for passing.** Help the student learn to make correct judgments by using the following exercise:

  Ask the student to tell you if he thinks an oncoming vehicle is far enough away for him to safely pass the vehicle ahead. After the student answers "Yes" or "No," the parent should immediately begin counting, 1 one-thousand, 2 one-thousand, etc. If the oncoming vehicle reaches your car before you have finished counting to 10 one-thousand, it is not safe to pass. (Ten seconds at normal highway speeds is usually a safe passing distance.) Practice this exercise (without the student actually passing the vehicle ahead) until you are confident he can make an accurate judgment.

ENTERING THE FREEWAY



1. Check signs. Get in correct lane for the on-ramp you want.
2. When on the ramp, drive at the posted speed. Look ahead to observe how the ramp merges with the freeway. Observe location and speed of vehicles on freeway. If there is a vehicle ahead of you on the ramp, maintain a safe following distance.
3. As you approach the freeway, look again at the traffic flow by using mirrors and glancing over shoulder.

   If no gap is visible, stay back on ramp until one appears.
4. Adjust speed while in the acceleration lane (or on ramp if there is no acceleration lane) so that you can merge smoothly with traffic on the freeway.

   Select a gap and keep checking traffic. Use the full length of the acceleration lane if possible.
5. When a gap is available, signal and move into the gap.
6. Adjust speed to flow of traffic on freeway.

DRIVING AREA: A limited access freeway or expressway, preferably with long on-ramp and acceleration lane.

ENTERING THE FREEWAY

Common Student Errors and Suggestions for Parents

NOTE: Practice in freeway driving should not begin until you have rated the student "Good" on all BASIC CONTROL and NORMAL DRIVING tasks, and you are confident that the student is ready for high-speed driving.

- **Failing to build up speed in the acceleration lane, or stopping when the ramp is short.** A new driver may stop before entering the freeway, especially when the entrance ramp is short. Give the student directions which will help him learn to use the acceleration lane or ramp to merge smoothly onto the freeway. Remind the student (after the maneuver is completed) that slowing too much or stopping on the entrance ramp is dangerous for two reasons: (1) the risk of being hit from behind if a vehicle is following; and (2) the length of time it takes to accelerate from a stopped position or a very slow speed to the speed of the freeway traffic.

- **Failing to look ahead to check traffic volume and speed on the freeway.**

- **Failing to make quick, frequent checks over the left shoulder.**

- **Entering the freeway too early or too late.** If the student is *overly cautious,* instruct him when it is safe to enter and tell him to accelerate. If the student is *not cautious enough* and begins to enter when it is unsafe, tell him to brake and be ready to take control of the steering.

- **Failing to check speed changes of the car ahead as it is entering the freeway.** The student may not be looking at the car entering the freeway in front of him. Keep alert to this and give verbal assistance.

Help correct these errors by: (1) giving verbal assistance; (2) manually assisting with steering; or (3) demonstrating the maneuver to the student while "talking through" each of the steps.

DRIVING ON THE FREEWAY

- In general, drive in one of the right lanes on a 6-lane freeway, use middle lane for through movement and right lane for slow driving and exiting.
- Drive at speed of traffic flow, but don't exceed the posted maximum limit.
- Maintain proper following distance according to the "two second" rule. If another driver is *following you* too closely, reduce speed and let him pass. If he keeps tailgating, allow extra distance *in front* of you. If another vehicle stops suddenly in front of you, this will give you some protection against a rear-end collision.
- Be alert for other vehicles entering the freeway at interchanges and on-ramps. Change lanes if this will help the traffic flow.
- Check blind spot by glancing over your shoulder whenever you change lanes.

DRIVING AREA: A limited access freeway or expressway with moderate (progressing to heavy) traffic.

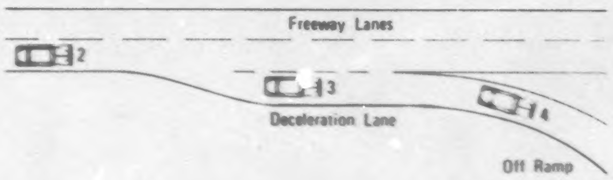
DRIVING ON THE FREEWAY

Common Student Errors and Suggestions for Parents

- **Failing to maintain a safe following distance.** (See ND Card 1.)
- Changing lanes abruptly and steering too much, due to the high speed at which the car is traveling.
- **Failing to look ahead for traffic entering or leaving the freeway.**

Help correct these errors by: (1) giving verbal assistance; or (2) manually assisting the student with steering.

LEAVING THE FREEWAY



1. Watch for signs indicating the exit you want.
2. Check traffic and signal your intention to change direction. Get into correct exit lane at least 1/2 mile before exit.
3. Do not reduce speed until on the exit deceleration lane. (If deceleration lane is short, reduce speed more quickly by applying the brakes firmly.)
4. Check traffic and slow down to speed posted on Off-ramp.

DRIVING AREA: A limited access freeway or expressway, preferably with long off-ramp and deceleration lane.

LEAVING THE FREEWAY

Common Student Errors and Suggestions for Parents

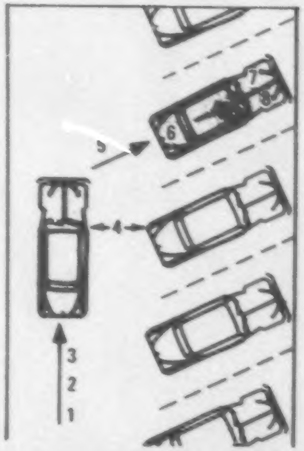
- **Failing to enter the correct lane in time to exit when approaching the off-ramp.** Observe how soon the exit will come up and give verbal assistance.
- **Failing to adjust car speed properly for leaving the freeway.**

  Some students may *slow down* on the freeway long before it is necessary and, consequently, impede traffic flow.

  Other students may *not slow down soon enough* on the freeway or on the off-ramp.

  In both instances, provide the student with verbal cues such as: "Speed up a little," or "Apply the brake, you're going to need to slow down some more to exit safely."
- **Failing to estimate correct ramp speed.** When first entering the off-ramp, the student may be unable to estimate the maximum speed at which to enter without obstructing traffic to the rear. Provide verbal assistance and point out posted ramp speed as soon as it is visible.
- **Failing to check rearview for closing vehicles.** If the student forgets to check, provide verbal assistance.

ANGLE PARKING



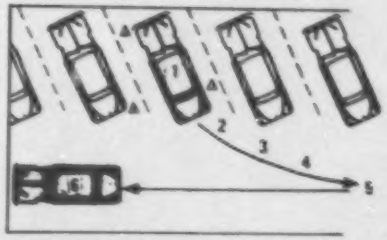
Student should receive practice in both left and right angle parking. (If angle spaces not available, student should receive practice in perpendicular parking.)

1. Check traffic in all directions.
2. Signal to move to the right.
3. Position the car 5 - 6 feet from the rear of the vehicle parked on your right.
4. When the windshield is lined up with the left rear corner of the car you are going to park beside, turn the steering wheel sharply right.
5. Move the car slowly into the parking space midway between the lines. Check the left front of your car for clearance and check over your right shoulder to make sure the car will clear the vehicle on your right.*
6. Straighten the wheels (turn slowly left) so that the car faces directly forward in the parking space. Ensure that there is adequate clearance on either side.
7. Continue moving the car to the front of the parking space, stopping before the tires touch the curb.
8. Shift to PARK. Set the parking brake, and turn off the ignition.

DRIVING AREA: Begin practice in large, open parking lot or low-volume traffic area with angle parking spaces and without cars on either side of space. When student performance is rated "Good," practice can take place in commercial areas with moderate traffic volume.

*For left angle parking, check right front fender clearance and left rear clearance.

LEAVING ANGLE PARKING SPACE



1. Check for approaching traffic and traffic behind. If clear, shift into REVERSE.
2. Back up slowly until the rear bumper is even with the bumper of the car on your right. Stop and re-check traffic.
3. Start moving backward again, and begin turning the steering wheel to the right, using the hand-over-hand technique. Look over your right shoulder in the direction the car is turning.
4. Continue to turn slowly right, checking the right rear and left front for clearance (see Δ in diagram).
5. Straighten wheels by turning steering wheel to the left while backing. Stop car and shift to DRIVE.
6. Recheck traffic and accelerate forward.

ANGLE AND PERPENDICULAR PARKING

Common Student Errors and Suggestions for Parents

Entering

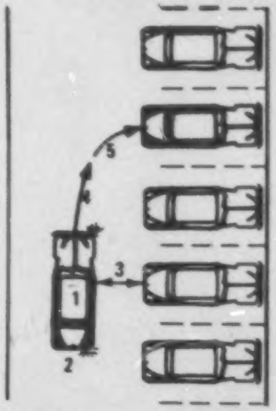
- **Not checking to the left or to the right for clearance from other vehicles.**
- **Turning too soon or too late into the parking space.**

Leaving

- **Backing too far out of the space before checking for traffic behind the car.**
- **Backing into far lane by not turning soon enough or fast enough.**

Help the student correct these errors by (1) describing the correct procedure; (2) giving manual assistance, or (3) demonstrating the correct procedure while "talking through" the steps of the maneuver. Be prepared to take control since space will be limited.

PERPENDICULAR PARKING



Student should receive practice in both left and right perpendicular parking. (If perpendicular spaces not available, student should receive practice in angle parking.)

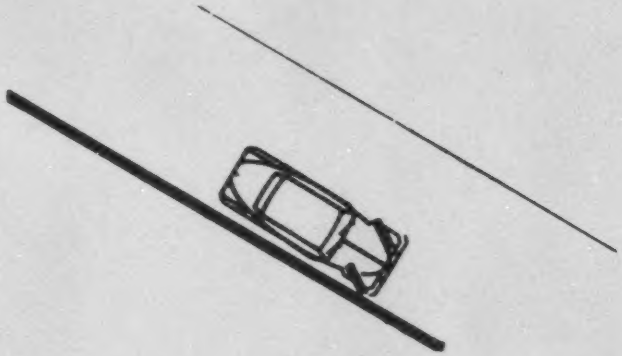
1. Check for traffic behind with inside rearview mirror.
2. Signal intention to turn to other drivers.
3. Position car as far away as is legally possible (at least eight feet) from the cars parked on the right.
4. When front bumper is even with the near side of the open parking space, turn the steering wheel sharply to the right. Enter the parking space slowly.
5. Check for clearance on both sides and steer to center the car in parking space.
6. Stop before front tires touch curb and shift to PARK.

DRIVING AREA: Begin practice in large, open parking lot or low-volume traffic area with perpendicular parking spaces and without cars on either side of space. When student performance is rated "Good," practice can take place in commercial area (e.g., shopping center) with moderate traffic volume.

LEAVING A PERPENDICULAR SPACE

- Check traffic to the rear and vehicles on both sides of the car.
- Back up *slowly*. Keep checking for traffic while backing. (Check primarily to the rear over right shoulder.)
- Begin turning the steering wheel to the right when certain that car will clear other parked vehicles.
- Straighten the car by turning the steering wheel to the left.
- Stop when the car has fully entered the traffic lane.
- Shift to DRIVE and proceed.

PARKING DOWNHILL (WITH OR WITHOUT A CURB)



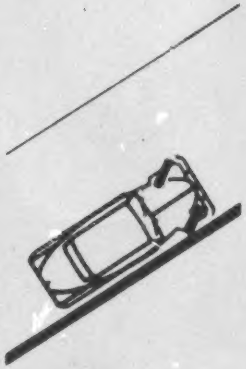
- Bring car to a stop about 6 to 8 inches from the curb or shoulder.
- Shift to NEUTRAL and allow car to move forward slowly, controlling speed with brake.
- As the car continues moving, quickly turn the steering wheel *toward the curb,* using the hand-over-hand technique.
- Stop as right front wheel touches the curb or when wheels are 4-6 inches on the shoulder.
- Secure the car.

DRIVING AREA: Hills in areas with light traffic. Practice in areas without parked vehicles ahead or behind selected space until student performance is rated "Good" on parallel parking.

LEAVING A DOWNHILL PARKING SPACE (WITH OR WITHOUT A CURB)

- Start the engine.
- Put foot on brake and shift to REVERSE.
- Press the brake pedal and release the parking brake.
- Check traffic.
- Accelerate gently, releasing some pressure on the foot brake.
- As the car moves away from the curb, turn the steering wheel toward the street.
- Stop and shift into DRIVE, keeping foot on brake.
- Check traffic (especially to the rear) and signal.
- Proceed into the roadway using usual procedures for entering traffic.

PARKING UPHILL WITH CURB



- Bring the car to a stop about 6 to 8 inches from the curb.
- Shift to NEUTRAL and release some pressure on brake. At the same time, turn the steering wheel *away from the curb,* using the hand-over-hand technique.

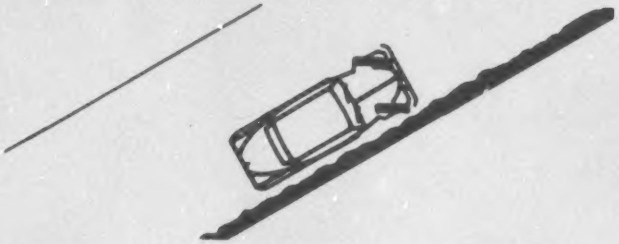
  Allow the car to roll backward slowly, controlling speed with brake.
- Stop as the back part of the front right tire touches the curb.
- Secure the car.

LEAVING AN UPHILL PARKING SPACE WITH CURB

- Start the engine.
- Put foot on brake and shift to DRIVE.
- Press the brake pedal and release the parking brake.
- Check traffic and signal.
- Proceed into the roadway using usual procedures for entering traffic.

DRIVING AREA: Hills in areas with light traffic. Practice in areas without parked vehicles ahead or behind selected space until student performance is rated "Good" on parallel parking.

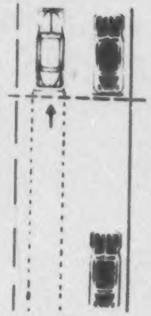
PARKING UPHILL WITHOUT CURB



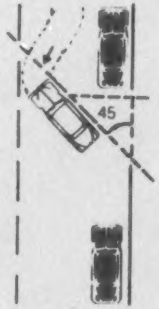
- Bring the car to a stop as close to the far right side of the road as possible.
- Keep pressure on brake and turn the steering wheel *toward the roadside* using the hand-over-hand technique.
- Stop and secure the car.

LEAVING AN UPHILL PARKING SPACE WITHOUT CURB

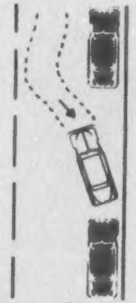
- Start the engine.
- Put foot on brake and shift to REVERSE.
- Check for traffic and release parking brake.
- Back slowly, turning the steering wheel hand-over-hand toward the street.
- Stop, and shift to DRIVE.
- Check for traffic and signal.
- Proceed into the roadway using usual procedures for entering traffic.



2



5



6

PARALLEL PARKING

Preparing to Park

1. Check traffic and give right signal.
2. Pull up about 2 feet away (and parallel) to the car ahead of the space (rear of cars even).
3. Check traffic and shift to REVERSE.

Parking

4. Turn steering wheel sharply to the right while backing slowly. Check over right shoulder (out rear window) while backing.
5. Begin turning to the left when back of front seat is in line with the rear bumper of the vehicle ahead.
6. Continue to back slowly, checking to the front to ensure that your car clears the rear bumper of the car ahead. Continue backing, turning the wheel sharply to the left. Stop when car is just short of vehicle parked behind.

Adjusting/Securing Car

7. Shift to DRIVE and center the car in parking space. (Wheels should be no more than one foot from the curb.)
8. Shift to PARK and secure the car.

NOTE: To correct a backing error in parallel parking, start at Step #5 by re-positioning the car at a 45° angle to the curb and the vehicle ahead.

DRIVING AREA: Begin practice (both right and left parallel parking) in large, open parking lot. Progress to quiet residential street. When student performance is rated "Good," practice may take place in commercial areas with moderate traffic volume.

LEAVING A PARALLEL SPACE

1. Start the engine, shift to REVERSE, and back slowly while steering slightly right. Turn steering wheel sharply left just before stopping.
2. Shift to DRIVE, check traffic over left shoulder, and signal left.
3. Accelerate forward slowly, turning wheel sharply to the left.
4. Check right front fender to be sure it will clear the vehicle ahead. (If additional clearance is necessary, repeat above procedures and turn steering wheel while backing.)
5. Check traffic again before leaving space, and enter nearest lane when clear.
6. Center car in lane and proceed.

PARALLEL PARKING

Common Student Errors and Suggestions for Parents

NOTE: The student is likely to commit some of the same errors as for backing (BCT Card 11). Before practicing parallel parking, return to the basic control task and have the student correct the basic skill errors (e.g., steering in the wrong direction, oversteering, etc.)

Entering

- **Allowing the car to move too fast.**
- **Failing to position the car correctly for the maneuver.** For example, the student may position the car too close or too far away from the vehicle on the right; or he may fail to align the rears of the two cars. Have the student re-position the car and begin again.
- **Failing to pay attention to both front and rear of car.** For example, the student may shift his attention from one end of the car to the other as the car's position changes. An exercise which will help correct this error follows:

  Demonstrate the maneuver to the student and tell the student to identify the important points in the maneuver when a driver needs to check on front-end clearance. When you are sure that the student knows when to watch for clearance, have him perform the maneuver. He should give most of his attention to the rear, and use only brief glances to check the front. At first, give the student directions throughout the maneuver.
- **Paying attention only to positioning the car and forgetting to watch for traffic.** When the maneuver is practiced in traffic, the parent must be especially watchful for other vehicles and remind the student to be alert at all times.

Leaving

- **Failing to check traffic before pulling out of the space.** A check should be made just prior to leaving the space. Give verbal assistance.
- **Failing to check clearance from the car parked in front.** Give verbal assistance.

Appendix E

PAIRED PROGRAM - IMPLEMENTATION GUIDE FOR DRIVER EDUCATION INSTRUCTORS

This Appendix is a reproduction of the instructor guide for the PAIRED (Parents Assisting Instructors in Road-Driving Education) Program.

Table of Contents

INTRODUCTION 187

PROGRAM LEVEL NO. 1 188

PROGRAM LEVEL NO. 2 193

PROGRAM LEVEL NO. 3 195

PROGRAM LEVEL NO. 4 196

PROGRAM LEVEL NO. 5 197

Appendices

A Samples: Preliminary Letters to Assess Potential Parent Participation, Pledge of Participation, and Waiver of Liability 198

B Samples: Cover Letters and Summary for Parent Participation Packages 202

C Checklists 207

D Samples: Fact Sheets for Integrated and Non-Integrated Programs (With Parent Handbook Revisions for Non-Integrated Programs) 211

E Outlines for Meetings with Parents 216

INTRODUCTION

This booklet is a guide to the driver education instructor who plans to implement the PAIRED (Parents Assisting Instructors in Road-driving EDucation) Program. The PAIRED Program is a program to enable the parent of the student driver to supervise the student's in-car practice in a structured and prescribed way.

The booklet describes five levels of programs. Each level increases the amount of interaction that is required between the driver education instructor and the participating parents. Level 1 simply involves providing the parents with the PAIRED Program parent materials (Parent Handbook, Fact Sheets, and Checklists). Level 5 however, involves not only use of the materials but attendance and participation in a series of three meetings with the driver education instructor. The steps involved for each program level and outlines of the meetings for the higher level programs are provided in subsequent sections.

PAIRED PROGRAM - IMPLEMENTATION GUIDE FOR DRIVER EDUCATION INSTRUCTORS

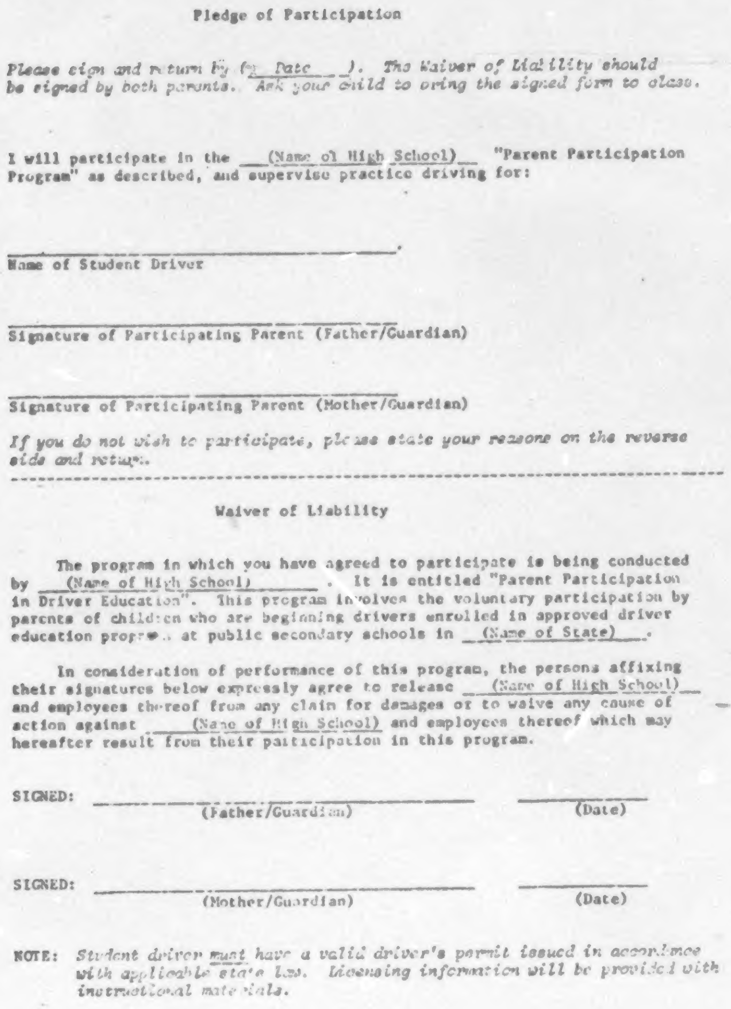
PROGRAM LEVEL NO. 1

This program provides for minimal parent-instructor interaction. The instructor's responsibilities include an assessment of potential parental participation and, based upon a positive assessment, the distribution of program materials. No meetings between instructor and parents are scheduled; and there is no formal follow-up on the progress of parent participation. Program Level No. 1 entails four steps. Steps Number 1 and 2 are the essential components of the program. Steps Number 3 and 4 are supplemental and may be included at the discretion of the instructor.

Step No. 1: Preliminary Letter to Assess Potential Parent Participation

A successful Parent Participation Program depends, of course, upon the number of parents who are inclined to participate and the degree to which they are motivated to cooperate with the program objectives. Prior to the initiation of a program effort, therefore, it is mandatory to make a preliminary assessment of potential parent participation.

A letter should be sent to parents, either via the students or the mail, with the intent of introducing the program and soliciting participation. The letter should briefly and concisely introduce the basic concepts and principle activities entailed in the program. It should explain the parents' role in driver education and the need for out-of-class driving experiences. The letter should be accompanied by the solicitation of a signed pledge to participate. Both the willingness of the parents to participate in the specific program as outlined (e.g. receipt of materials designed to help the child learn how to drive, no meetings to attend, etc.) and an acknowledgement of liability for student accidents/violations during practice should be part of this solicitation. A sample format follows:



Pledge of Participation

Please sign and return by (Date   ). The Waiver of Liability should be signed by both parents. Ask your child to bring the signed form to class.

I will participate in the ___(Name of High School)___ "Parent Participation Program" as described, and supervise practice driving for:

______________________________.
Name of Student Driver

____
Signature of Participating Parent (Father/Guardian)

____
Signature of Participating Parent (Mother/Guardian)

If you do not wish to participate, please state your reasons on the reverse side and return.

Waiver of Liability

The program in which you have agreed to participate is being conducted by ___(Name of High School)___. It is entitled "Parent Participation in Driver Education". This program involves the voluntary participation by parents of children who are beginning drivers enrolled in approved driver education programs at public secondary schools in ___(Name of State)___.

In consideration of performance of this program, the persons affixing their signatures below expressly agree to release ___(Name of High School)___ and employees thereof from any claim for damages or to waive any cause of action against ___(Name of High School)___ and employees thereof which may hereafter result from their participation in this program.

SIGNED: ______________________________ ____________
(Father/Guardian) (Date)

SIGNED: ______________________________ ____________
(Mother/Guardian) (Date)

NOTE: *Student driver must have a valid driver's permit issued in accordance with applicable state law. Licensing information will be provided with instructional materials.*

A sample letter which may either be used directly or tailored to the instructor's own purposes appears as Appendix A.[1]

Upon receipt of the signed pledges, the instructor can make a preliminary assessment of the kind of participation to anticipate. If the assessment is positive and the instructor deems the response to be adequate for program initiation, then Step No. 2 should be commenced.

Step No. 2: Preparation and Delivery of Program Materials to Parents

The instructor will make a roster of pledged parent participants and prepare the equivalent number of Parent Participant Packages. These packages should include all the standard materials employed at every program level, as well as any supplemental material necessitated by the absence of direct parent-instructor contact. The Parent Participant Package should include:

---

[1] Includes Program Levels No. 2 and No. 5.

- Cover Letter and Summary for Parent Participant Package (Appendix B)[1]
- Parent Handbook for Driver Education [Attachment A]
- Instructional Cards (with Common Student Errors and Suggestions for Parents) [Attachment B]
- Parent Checklists for Driving (Appendix C) & [Attachment C]
- Fact Sheet No. 1: Locations for Parent-Supervised Practice Driving
  (Appendix D) Schedule for Parent-Supervised Practice Driving
- Fact Sheet No. 2: State Regulations Regarding Learner's Permit
  (Appendix E) Parent Liability and Insurance Coverage

This package should contain all the materials necessary for the parent to carry on an effective program independent of the school. The materials which appear in Appendices B - E are offered as samples of the kind of information which should be provided. Individual instructors may want to alter these materials to fit the specific needs of their program.

The Cover Letter and Summary (Appendix B) serves to welcome the parents as program participants and provides a capsule summary of program content and objectives. The Parent Handbook, Instructional Cards, and Parent Checklists for Driving are standard program materials included at all program levels. The checklists (Appendix C) carry a note which advises parents that instructions and additional explanation are provided in the Handbook (pp. 4-8). The checklists serve the parents as a tabular record of time spent practicing individual maneuvers and the level of proficiency achieved by a student during any particular practice session. They help to provide a certain measure of structure and objective to scheduled practice sessions. The instructor may collect checklists and employ the data for program assessment or follow-up.

Fact Sheets Number 1 and 2 must be completed by the individual instructor to provide supplemental information specific both to the State and to the particular driver education program. Fact Sheet No. 1 (Appendix D)[2] requires the instructor to present examples of the type of practice locations which will meet the traffic volume criteria specified on Instructional Cards. These examples should include a general description of the kind of area and a specific geographic referrent, e.g. a dual lane highway like Old Mill Run (Route 7). Fact Sheet No. 1 also provides a timetable which will permit parents to know when to initiate practice in a particular maneuver. Specifically, the instructor provides initiation and completion dates for in-car school instruction as it relates to each maneuver included on the Instructional Cards. If parent participation is part of a non-integrated driver education program, and parent support is provided prior to on-street instruction in the school program, this information would not be provided to the parent. Instead, a schedule that is both keyed to gradual progress (i.e. as recommended in parent materials) and monitored by the parents would be presented (Appendix D).[1] The instructor should be prepared to answer telephone queries regarding what is adequate student progress. To do this, it is recommended that the instructor establish some criteria for assessing when students are ready to go on to more complex tasks. Such assessment will, of course, require skillful interrogation of parents regarding their observations and evaluations of student performance.

---

[1] Includes Program Levels No.s 1 - 5.

[2] Appendix D (Integrated Program)

Fact Sheet No. 2 (Appendix D) serves to remind parents that the State prescribes regulations governing the acquisition and proper use of learner's permits. The instructor should copy these regulations directly from the appropriate state manual. Further, Fact Sheet No. 2 carries a cautionary note which instructs parents that they are solely responsible for accidents and/or violations incurred during driving practice and that a check of insurance coverage is advisable.

The instructor will distribute the Parent Participant Packages to the appropriate students so that they may be delivered at least two weeks prior to program commencement. This will allow parents adequate time to make inquiries regarding the program and their role. Aside from occassional telephone contact initiated by parents, this Step terminates the formal role of the instructor in Program Level No. 1.

Step No. 3: Informal Classroom Checks on Program Progress (Optional)

Once or twice during the course of the Parent Participation Program, the instructor may deem it advisable to devote a few minutes of classroom discussion to the progress of the program. Inquiries to students may be made to determine any major obstacles or objections that have arisen. This time may also be used to remind students of the importance of accurate and conscientious reporting on the checklists.

Step No. 4: Follow-Up Assessment of Parent Participation (Optional)

Just prior to program completion, the instructor may wish to collect checklists and make an informal appraisal of program success. The instructor will request that the students procure the checklists from their parents and deliver them to class. The request should be informal and inability on the part of a student to deliver the checklists should be accepted.

---

[1] Appendix D (Non-Integrated Program). See also Appendix D, Attachment 1 "Sheet of Changes" for Handbook insert.

The simplest sort of evaluation might be made by a cursory examination of the total time spent in on-street practice. Comparisons might be made between known student proficiency and total time spent in practicing particular maneuvers. The instructor may even wish to compare his evaluations of student proficiency against those rendered by the parents. Hopefully, a sufficient number of checklists will provide sufficient information to offer useful insights.

PROGRAM LEVEL NO. 2

This program requires a duplicate effort to that described in Steps Number 1 and 2 of PROGRAM LEVEL NO. 1. An assessment of potential parent participation and the distribution of Parent Participant Packages are required. The primary distinction is that at this program level there is a structured effort to procure follow-up information from the Parent Checklists for Driving (Appendix C).

Step No. 1: Preliminary Letter to Assess Potential Parent Participation

(See PROGRAM LEVEL NO. 1, Step No. 1, p. 1)

Step No. 2: Preparation and Delivery of Program Materials to Parents

(See PROGRAM LEVEL NO. 1, Step No. 2, p. 2)

Step No. 3: Structured Follow-up Program Employing Parent Checklists for Driving

At the time when Parent Participant Packages are distributed to students for delivery home, the instructor will inform students that the enclosed checklists will be collected as a formal aspect of the program. A schedule for the return of checklists should be provided with the parent materials and perhaps a return envelope included in the Participant Package. Parents and students should be advised that a formal appraisal of program success will be made on the basis of information obtained from the checklists. The instructor will explain the need for accurate and conscientious reporting by parents.

The instructor should inform the parents that in three (3) to four (4) weeks subsequent to the completion of BASIC CONTROL TASKS (Schedule for Parent-Supervised Practice Driving, Appendix D), Checklist No. 1 will be retrieved by the students and delivered to school. Checklists Number 2 and 3 will be collected at the end of the program, during the final week of classroom instruction.

The instructor will utilize the checklist information to assess program progress and student achievement. The exact manner in which the instructor employs the information will depend on the objectives of the curriculum and the individual instructor. An evaluation of the program from Checklist No. 1 may entail no more than checking total parent-supervised driving time. Conversely, an instructor may wish to assess the progress of specific students in particular maneuvers. The focus and level of evaluation is left to the instructor to determine. Feedback may be provided to parents regarding the form and results of reviews of checklist data. Overall program success and final student performance ratings should be appraised subsequent to the receipt of the Checklist Numbers 2 and 3.

The checklists provide information on the extent and the success of student practice out of class. The accuracy of the reporting and the criteria for ratings can never be known with any degree of certainty.

This being the case, the instructor should utilize any conclusions or opinions derived from checklist follow-ups with caution.

PROGRAM LEVEL NO. 3

This encompasses the steps of Program Level No. 2, with the addition of an Orientation Meeting with parents. As in the other programs, the instructor's responsibilities begin with an assessment of potential parent participation and the determination of the parents who will, in fact, participate.

In brief, the elements of the program are:

Step No. 1: Preliminary Letter to Assess Potential Parent Participation.

(See Program Level No. 1, Step No. 1, p.1)

Step No. 2: Preparation and Delivery of Program Materials to Parents.

(See Program Level No. 1, Step No. 2, p.2)

Step No. 3: Structured Follwo-up Program Employing Parent Checklists for Driving.

(An agenda for discussing the use of checklists with parents is given in the instructor guidance of the Orientation Meeting. See also, Program Level No. 2, Step No. 3, p.6 for instructor utilization of checklist data.)

Step No. 4: Conduct of Orientation Meeting.

(Instructor guidance for the Orientation Meeting with parents appears in Appendix E. The instructor should plan the orientation meeting so that it is held in conjunction with the beginning of in-car instruction in the school program.)

PROGRAM LEVEL NO. 4

This encompasses the steps of Program Level No. 3, with the addition of a second meeting with parents. As in the other programs, the instructor's responsibilities begin with an assessment of potential parent participation and the determination of the parents who will, in fact, participate.

In brief, the elements of the program are:

Step No. 1: Preliminary Letter to Assess Potential Parent Participation.

(See Program Level No. 1, Step No. 1, p.1)

Step No. 2: Preparation and Delivery of Program Materials to Parents.

(See Program Level No. 1, Step No. 2, p.2)

Step No. 3: Structured Follow-up Program Employing Parent Checklists for Driving.

(An agenda for discussing the use of checklists with parents is given in the instructor guidance which follows for each of the meetings. See also, Program Level No. 2, Step No. 3, p.6 for instructor utilization of checklist data.)

Step No. 4: Conduct of Parent Meetings.

(Instructor guidance for each of the two meetings with parents appears in Appendix E. The instructor should tailor the meeting times to the driver education program at his school. As a general guideline, the first meeting, intended to orient parents to the program, should take place in conjunction with the beginning of in-car instruction in the school program; and the second meeting, approximately a month later.)

PROGRAM LEVEL NO. 5

This encompasses the steps of Program Level No. 4, with the addition of a third meeting with parents. As in the other programs, the instructor's responsibilities begin with an assessment of potential parent participation and the determination of the parents who will, in fact, participate.

In brief, the elements of the program are:

Step No. 1: Preliminary Letter to Assess Potential Parent Participation.

(See Program Level No. 1, Step No. 1, p. 1)

Step No. 2: Preparation and Delivery of Program Materials to Parents.

(See Program Level No. 1, Step No. 2 p. 2)

Step No. 3: Structured Follow-up Program Employing Parent Checklists for Driving.

(An agenda for discussing the use of checklists with parents is given in the instructor guidance which follows for each of the meetings. See also, Program Level No. 2, Step No. 3 p. 6 for instructor utilization of checklist data.)

Step No. 4: Conduct of Parent Meetings.

(Instructor guidance for each of the three meetings with parents appears in Appendix E. The instructor should tailor the meeting times to the driver education program at his school. As a general guideline, the first meeting, intended to orient parents to the program, should take place in conjunction with the beginning of in-car instruction in the school program; the second meeting, approximately a month later; and the third meeting, toward the end of the school program.)

Appendix A

SAMPLES: PRELIMINARY LETTERS TO ASSESS POTENTIAL PARENT PARTICIPATION, PLEDGE OF PARTICIPATION, AND WAIVER OF LIABILITY

SAMPLE: PRELIMINARY LETTER TO ASSESS POTENTIAL PARENT PARTICIPATION
(PROGRAM LEVEL NO.2)

Dear Parents and Guardians:

(Name of School) is considering the initiation of a "Parent Participation Program " as an integral part of the driver education curriculum. The aim of the program is to help interested parents and guardians supplement the instruction given for behind-the-wheel training in the school program.

The driver education course in which your child is enrolled is structured to help develop the skills, attitudes, and habits which make a safe driver. The course provides each student as much time as possible in practice driving. However, it is usually necessary for students to have additional practice (outside the school program) before they can become truly safe drivers. Especially in instances where a student is inexperienced or where progress is slow, the amount of course practice time may not be adequate. Students spend most of their time learning fundamentals. As a result, little time is left for practice in more advanced driving situations. It is this practice that is so vital in modren traffic conditions.

(Name of School) is offering a program in which the parent can play an essential role in a child's progress. By providing your child with a few hours of practice driving in basic control skills, you can help your child to be a more competent driver at course completion.

The program has been developed to incorporate instructional materials that provide everything parents need to carry out a successful schedule of in-car practice. You are being asked to participate in a program which will require the independent use of these materials. A handbook and asscoiated instructional guides will be provided to participants to assist them in establishing a convenient schedule of supervised practice driving. Participants will be requested to fill in checklists designed to provide information on program progress.

If you wish to participate in this program, please sign and return the "Pledge of Participation" enclosed with this letter. Your cooperation in this program will fulfill two primary needs in the students' driver education: more in-car practice time and enhanced experience in a variety of traffic situations. When your signed pledge has been received, the program materials will be forwarded for your review in preparation for the orientation meeting during (Month). Your pledge should be postmarked no later than one week from the receipt of this letter.

A "Waiver of Liability" has also been included and requires the signature of the parents. When possible, both parents should sign the Waiver even though only one parent plans to participate. The Waiver provides verification for the school that the participants understand that they are solely liable for any accidents and/or violations incurred by a student during parent-supervised practice.

Your participation in this effort will give maximum benefits toward creating future safe drivers. Your time and cooperation are greatly appreciated. Please contact me if you have any questions. I look forward to having you in the program.

Sincerely,

(Name of Instructor)
Driver Education Instructor
(Telephone Number)

SAMPLE: PRELIMINARY LETTER TO ASSESS POTENTIAL PARENT PARTICIPATION

(PROGRAM LEVEL NO.5)

Dear Parents and Guardians:

(Name of School) is considering the initiation of a "Parent Participation Program " as an integral part of the driver education curriculum. The aim of the program is to help interested parents and guardians supplement the instruction given for behind-the-wheel training in the school program.

The driver education course in which your child is enrolled is structured to help develop the skills, attitudes, and habits which make a safe driver. The course provides each student as much time as possible in practice driving. However, it is usually necessary for students to have additional practice (outside the school program) before they can become truly safe drivers. Especially in instances where a student is inexperienced or where progress is slow, the amount of course practice time may not be adequate. Students spend most of their time learning fundamentals. As a result, little time is left for practice in mcre advanced driving situations. It is this practice that is so vital in modren traffic conditions.

(Name of School) is offering a program in which the parent can play an essential role in a child's progress. By providing your child with a few hours of practice driving in basic control skills, you can help your child to be a more competent driver at course completion.

The program has been developed to incorporate instructional materials that provide everything parents need to carry out a successful schedule of in-car practice. You are being asked to participate in a program which will require the independent use of these materials in conjunction with attendance at meetings convened by (Name of School) 's driver education instructor. There will be three meetings to be no longer than 2 hours in duration: one orientation meeting and two follow-up meetings. These meetings will be conducted so as to provide maximum assistance to the participants. Each parent who agrees to participate will be provided a full set of program materials and instructions for their proper utilization. A handbook will be provided as a general guide for the entire program.

If you wish to participate in this program, please sign and return the "Pledge of Participation" enclosed with this letter. Your cooperation in this program will fulfill two primary needs in the students' driver education: more in-car practice time and enhanced experience in a variety of traffic situations. When your signed pledge has been received, the program materials will be forwarded for your review in preparation for the orientation meeting during (Month). Your pledge should be postmarked no later than one week from the receipt of this letter.

A "Waiver of Liability" has also been included and requires the signature of the parents. When possible, both parents should sign the Waiver even though only one parent plans to participate. The Waiver provides verification for the school that the participants understand that they are solely liable for any accidents and/or violations incurred by a student during parent-supervised practice.

Your participation in this effort will give maximum benefits toward creating future safe drivers. Your time and cooperation are greatly appreciated. Please contact me if you have any questions. I look forward to having you in the program.

Sincerely,

(Name of Instructor)
Driver Education Instructor
(Telephone Number)

Pledge of Participation

Please sign and return by (Date). The Waiver of Liability should be signed by both parents. Ask your child to bring the signed form to class.

I will participate in the (Name of High School) "Parent Participation Program" as described, and supervise practice driving for:

______________________________________.
Name of Student Driver

____
Signature of Participating Parent (Father/Guardian)

____
Signature of Participating Parent (Mother/Guardian)

If you do not wish to participate, please state your reasons on the reverse side and return.

Waiver of Liability

The program in which you have agreed to participate is being conducted by (Name of High School). It is entitled "Parent Participation in Driver Education". This program involves the voluntary participation by parents of children who are beginning drivers enrolled in approved driver education programs at public secondary schools in (Name of State).

In consideration of performance of this program, the persons affixing their signatures below expressly agree to release (Name of High School) and employees thereof from any claim for damages or to waive any cause of action against (Name of High School) and employees thereof which may hereafter result from their participation in this program.

SIGNED: ______________________________ ______________
(Father/Guardian) (Date)

SIGNED: ______________________________ ______________
(Mother/Guardian) (Date)

NOTE: *Student driver must have a valid driver's permit issued in accordance with applicable state law. Licensing information will be provided with instructional materials.*

Appendix B

SAMPLES: COVER LETTERS AND SUMMARY FOR PARENT PARTICIPATION PACKAGES

SAMPLE: COVER LETTER AND SUMMARY FOR PARENT PARTICIPANT PACKAGE
(PROGRAM LEVELS NO. 1 and NO. 2)

Dear Parents and Guardians:

Welcome to the Parent Participation Program in Driver Education at (Name of School)________. Our hope is that both the parents and the students find the program rewarding and productive. Your efforts will give maximum benefits toward creating future safe drivers.

Your cooperation in this program will fulfill two primary needs in the students' driver education: more in-car practice time and greater experience with a variety of traffic situations. The materials and instructions provided in this package are designed to help the parent implement an effective program and to carry out the objectives of the program independently.

____(Name of School)____ will provide instruction which prepares the student for each goal to be met in parent-supervised practice. This package contains everything you will need to carry out a successful schedule of driving practice as coordinated with school instruction. Your primary guide is the Parent Handbook for Driver Education. The handbook will provide answers to those questions which may arise in using the instructional materials. The materials included in this package are:

- Parent Handbook for Driver Education
- Instructional Cards (with Common Student Errors and Suggestions for Parents)
- Parent Checklists for Driving (3)
- Fact Sheet No. 1: Locations for Parent-Supervised Practice Driving
  Schedule for Parent-Supervised Practice Driving
- Fact Sheet No. 2: State Regulations Regarding Learner's Permit
  Parent Liability and Insurance Coverage

Thoroughly familiarize yourself with these materials as your first objective. You will then be ready to begin the first practice session. Any questions which remain after a review of the package should be directed to me. My telephone number appears below. Please call and leave a message. I will return your call as soon as possible.

[A very important aspect of this program is the evaluation of its success. As part of this evaluation, Parent Checklists for Driving will be carefully reviewed. It is imperative that you consistently use the checklists and accurately fill-in all the necessary information. The completed checklists should be signed and returned to me according to the following schedule:

- Checklist No. 1: Return by____(Date)____
- Checklist No. 2: Return by____(Date)____
- Checklist No. 3: Return by____(Date)____][1]

Thank you for your continuing interest and cooperation. We wish you success.

Sincerely,

____(Name of Instructor)____
Driver Education Instructor
____(Telephone Number)____

---

[1] Program Level No. 2 only.

SAMPLE: COVER LETTER AND SUMMARY FOR PARENT PARTICIPANT PACKAGE
(PROGRAM LEVEL No. 3)

Dear Parents and Guardians:

Welcome to the Parent Participation Program in Driver Education at (Name of School). Our hope is that both the parents and the students find the program rewarding and productive. Your efforts will give maximum benefits toward creating future safe drivers.

Your cooperation in this program will fulfill two primary needs in the students' driver education: more in-car practice time and greater experience with a variety of traffic situations. The materials and instructions provided in this package are designed to help the parent implement an effective program and to carry out the objectives of the program independently.

(Name of School) will provide instruction which prepares the student for each goal to be met in parent-supervised practice. This package contains everything you will need to carry out a successful schedule of driving practice as coordinated with school instruction. Your primary guide is the Parent Handbook for Driver Education. The handbook will provide answers to those questions which may arise in using the instructional materials. The materials included in this package are:

- Parent Handbook for Driver Education
- Instructional Cards (with Common Student Errors and Suggestions for Parents)
- Parent Checklists for Driving (3)
- Fact Sheet No. 1: Locations for Parent-Supervised Practice Driving
  Schedule for Parent-Supervised Practice Driving
- Fact Sheet No. 2: State Regulations Regarding Learner's Permit
  Parent Liability and Insurance Coverage

Generally familiarize yourself with the package materials in preparation for the Orientation Meeting to be held at (Meeting Location) on (Date/Hour). Attendance at this meeting is important since it will be the only meeting between parents and instructor during the program. The purpose of the meeting will be to discuss the parent's role and the program goals; to review the program materials; and to answer any questions that parents may have. Please remember to bring all the program materials to this meeting. After the meeting, you will be ready to initiate in-car practice with your child.

A very important aspect of this program is the evaluation of its success. As part of this evaluation, Parent Checklists for Driving will be carefully reviewed. It is imperative that you consistently use the checklists and accurately fill-in all the necessary information. The completed checklists should be signed and returned to me according to the following schedule:

- Checklist No. 1: Return by (Date)
- Checklist No. 2: Return by (Date)
- Checklist No. 3: Return by (Date)

Thank you for your interest and cooperation. We wish you the best success and look forward to seeing you at the Orientation Meeting.

Sincerely,

(Name of Instructor)
Driver Education Instructor
(Telephone Number)

SAMPLE: COVER LETTER AND SUMMARY FOR PARENT PARTICIPANT PACKAGE
(PROGRAM LEVEL No. 4)

Dear Parents and Guardians:

Welcome to the Parent Participation Program in Driver Education at (Name of School). Our hope is that both the parents and the students find the program rewarding and productive. Your efforts will give maximum benefits toward creating future safe drivers.

Your cooperation in this program will fulfill two primary needs in the students' driver education: more in-car practice time and greater experience with a variety of traffic situations. The materials and instructions provided in this package are designed to help the parent implement an effective program and to carry out the objectives of the program independently.

(Name of School) will provide instruction which prepares the student for each goal to be met in parent-supervised practice. This package contains everything you will need to carry out a successful schedule of driving practice as coordinated with school instruction. Your primary guide is the Parent Handbook for Driver Education. The handbook will provide answers to those questions which may arise in using the instructional materials. The materials included in this package are:

- Parent Handbook for Driver Education
- Instructional Cards (with Common Student Errors and Suggestions for Parents)
- Parent Checklists for Driving (3)
- Fact Sheet No. 1: Locations for Parent-Supervised Practice Driving
  Schedule for Parent-Supervised Practice Driving
- Fact Sheet No. 2: State Regulations Regarding Learner's Permit
  Parent Liability and Insurance Coverage

Generally familiarize yourself with the package materials in preparation for the Orientation Meeting to be held at (Location of Meeting) on (Date/Hour). Attendance at this meeting is important since it will be the first of only two meetings between parents and instructor during the program. The purpose of the Orientation Meeting will be to discuss the parent's role and the program goals; to review the program materials; and to answer any questions that parents may have. The second, follow-up meeting is scheduled to occur approximately one month after orientation. The date and location of this second meeting will be announced at the Orientation Meeting. In-car practice with students should not begin until after orientation.

A very important aspect of this program is the evaluation of its success. As part of this evaluation, Parent Checklists for Driving will be carefully reviewed. It is imperative that you consistently use the checklists and accurately fill-in all the necessary information. The completed checklists should be signed and returned to me according to the following schedule:

- Checklist No. 1: Return by (Date)
- Checklist No. 2: Return by (Date)
- Checklist No. 3: Return by (Date)

Thank you for your interest and cooperation. We wish you the best success and look forward to seeing you at the Orientation Meeting.

Sincerely,

(Name of Instructor)
Driver Education Instructor
(Telephone Number)

SAMPLE: COVER LETTER AND SUMMARY FOR PARENT PARTICIPANT PACKAGE
(PROGRAM LEVEL No. 5)

Dear Parents and Guardians:

Welcome to the Parent Participation Program in Driver Education at (Name of School). Our hope is that both the parents and the students find the program rewarding and productive. Your efforts will give maximum benefits toward creating future safe drivers.

Your cooperation in this program will fulfill two primary needs in the students' driver education: more in-car practice time and greater experience with a variety of traffic situations. The materials and instructions provided in this package are designed to help the parent implement an effective program and to carry out the objectives of the program independently.

(Name of School) will provide instruction which prepares the student for each goal to be met in parent-supervised practice. This package contains everything you will need to carry out a successful schedule of driving practice as coordinated with school instruction. Your primary guide is the Parent Handbook for Driver Education. The handbook will provide answers to those questions which may arise in using the instructional materials. The materials included in this package are:

- Parent Handbook for Driver Education
- Instructional Cards (with Common Student Errors and Suggestions for Parents)
- Parent Checklists for Driving (3)
- Fact Sheet No. 1: Locations for Parent-Supervised Practice Driving
  Schedule for Parent-Supervised Practice Driving
- Fact Sheet No. 2: State Regulations Regarding Learner's Permit
  Parent Liability and Insurance Coverage

Generally familiarize yourself with the package materials in preparation for the Orientation Meeting to be held at (Location of Meeting) on (Date/Hour). Attendance at this meeting is important since it will be the first of only three meetings between parents and instructor during the program. The purpose of the Orientation Meeting will be to discuss the parent's role and the program goals; to review the program materials; and to answer any questions that parents may have. The second, follow-up meeting is scheduled to occur approximately one month after orientation; and the third meeting sometime near program end. The date and location of the second meeting will be announced at the Orientation Meeting. In-car practice with students should not begin until after orientation.

A very important aspect of this program is the evaluation of its success. As part of this evaluation, Parent Checklists for Driving will be carefully reviewed. It is imperative that you consistently use the checklists and accurately fill-in all the necessary information. The completed checklists should be signed and returned to me according to the following schedule:

- Checklist No. 1: Return by (Date)
- Checklist No. 2: Return by (Date)
- Checklist No. 3: Return by (Date)

Thank you for your interest and cooperation. We wish you the best success and look forward to seeing you at the Orientation Meeting.

Sincerely,

(Name of Instructor)
Driver Education Instructor

Appendix C

CHECKLISTS

PARENT CHECKLIST FOR DRIVING: NO. 1*

ACTIVITY PERFORMED (Instructional Card) BASIC CONTROL TASKS	LENGTH OF PRACTICE SESSIONS AND PERFORMANCE RATINGS FOR ACTIVITY							TOTALS		LIST SPECIFIC DRIVING PROBLEMS
	Session 1 (Minutes and Rating)	Session 2 (Minutes and Rating)	Session 3 (Minutes and Rating)	Session 4 (Minutes and Rating)	Session 5 (Minutes and Rating)	Session 6 (Minutes and Rating)	Session 7 (Minutes and Rating)	Total No. Sessions to Achieve "Good" Performance	Total Practice Time for all Sessions	
Preoperative Procedures	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Locating Car Controls/Displays	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Prestarting Procedures	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Starting the Engine	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Moving the Car Forward	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Slowing, Stopping, and Securing the Car	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Turning (Hand-Over-Hand)	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Left Turns	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Right Turns	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
U-Turns	G F P	G F P	G F P	G F P	G F P	G F P	G F P			

*INSTRUCTIONS FOR USE: SEE HANDBOOK

ADDITIONAL COMMENTARY (USE BACK)

(Parent's Signature)

PARENT CHECKLIST FOR DRIVING: NO. 2*

ACTIVITY PERFORMED (Instructional Card) BASIC CONTROL TASKS/ NORMAL DRIVING	LENGTH OF PRACTICE SESSIONS AND PERFORMANCE RATINGS FOR ACTIVITY							TOTALS		LIST SPECIFIC DRIVING PROBLEMS
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Total No. Sessions to Achieve "Good" Performance	Total Practice Time for all Sessions	
	(Minutes and Rating)	(Minutes and Rating)	(Minutes and Rating)	(Minutes and Rating)	(Minutes and Rating)	(Minutes and Rating)	(Minutes and Rating)			
Backing the Car/Turning While Backing	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Entering Roadway/Leaving Roadway (Curb Stop)	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Two-Point Turns	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Three-Point Turns	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Estimating a Safe Following Distance	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Changing Lanes to the Left/ Changing Lanes to the Right	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Crossing an Intersection/Judging a Safe Gap for Crossing Intersection	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Left Turns in Traffic/Judging a Safe Gap for Turning Left	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Right Turns in Traffic/Judging a Safe Gap for Turning Right	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Passing	G F P	G F P	G F P	G F P	G F P	G F P	G F P			

*INSTRUCTIONS FOR USE: SEE HANDBOOK

ADDITIONAL COMMENTARY (USE BACK)

(Parent's Signature)

PARENT CHECKLIST FOR DRIVING: NO. 3*

ACTIVITY PERFORMED (Instructional Card)	LENGTH OF PRACTICE SESSIONS AND PERFORMANCE RATINGS FOR ACTIVITY							TOTALS		LIST SPECIFIC DRIVING PROBLEMS
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Total No. Sessions to Achieve "Good" Performance	Total Practice Time for all Sessions	
PARKING/FREEWAY DRIVING	(Minutes and Rating)	(Minutes and Rating)	(Minutes and Rating)	(Minutes and Rating)	(Minutes and Rating)	(Minutes and Rating)	(Minutes and Rating			
Angle Parking (Entering and Leaving)	G F P	G F P	G - F P	G F P	G F P	G F P	G F P			
Perpendicular Parking (Entering and Leaving)	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Parking Downhill/Leaving a Downhill Parking Space (With/Without Curb)	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Parking Uphill/Leaving Uphill Parking Space (With/Without Curb)	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Parallel Parking (Entering and Leaving)	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Entering the Freeway	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Driving on the Freeway	G F P	G F P	G F P	G F P	G F P	G F P	G F P			
Leaving the Freeway	G F P	G F P	G F P	G F P	G F P	G F P	G F P			

*INSTRUCTIONS FOR USE: SEE HANDBOOK

ADDITIONAL COMMENTARY (USE BACK)

(Parent's Signature)

Appendix D

SAMPLES: FACTSHEETS FOR INTEGRATED AND NON-INTEGRATED PROGRAMS

(With Parent Handbook Revisions for Non-Integrated Programs)

FACT SHEET NO. 1

LOCATIONS FOR PARENT-SUPERVISED PRACTICE DRIVING

The geographic areas described below are presented as examples of practice driving locations that correspond to the traffic volume levels specified on the Instructional Cards. These are provided as types of locations and should be used as a guide in selecting driving areas near your home.

TRAFFIC VOLUME	PRACTICE LOCATIONS
LOW	
MODERATE	
HIGH	

SCHEDULE FOR PARENT-SUPERVISED PRACTICE DRIVING

This is a general timetable for parents to follow in scheduling supervised practice. The schedule is coordinated with the beginning and end of on-street instruction in the school program. The timetable is offered to help the parent plan when to begin practice sessions for specific maneuvers. (The maneuvers are identified by their corresponding Instructional Card numbers.) It is important that practice sessions do not begin until the related school instruction has begun or is completed. Be sure to check with your child that the school program dates are correct before you begin practice in a maneuver.

MANEUVERS Specific maneuver identified by corresponding Card No.	TIMETABLE FOR PARENT-SUPERVISED PRACTICE
BASIC CONTROL TASKS	
1-10	Begin after school instruction in BASIC CONTROL has started
11-14	Begin after successful completion of parent-supervised BASIC CONTROL 1-10
NORMAL DRIVING	
1-5	Begin after school instruction in BASIC CONTROL is finished
6	Begin after all on-street school instruction is finished
PARKING	
1-5	Begin after school instruction in BASIC CONTROL is finished
FREEWAY DRIVING	
1-3	Begin after all on-street school instruction is finished

RELATED SCHOOL INSTRUCTION	
BASIC CONTROL	
START	FINISH
ALL ON-STREET INSTRUCTION	
START	FINISH

FACT SHEET NO. 1

LOCATIONS FOR PARENT-SUPERVISED PRACTICE DRIVING

The geographic areas described below are presented as examples of practice driving locations that correspond to the traffic volume levels specified on the Instructional Cards. These are provided as types of locations and should be used as a guide in selecting driving areas near your home.

TRAFFIC VOLUME	PRACTICE LOCATIONS
LOW	
MODERATE	
HIGH	

SCHEDULE FOR PARENT-SUPERVISED PRACTICE DRIVING

This is a general timetable for parents to follow in scheduling supervised practice. The timetable is offered to help the parent plan when to begin practice sessions for specific maneuvers. (The maneuvers are identified by their corresponding Instructional Card numbers.) It is important that practice sessions do not begin until the parent is confident that the student is ready. Be sure to check with the driver education instructor if you have any questions as to whether or not your child should begin practice in a maneuver. NOTE: Parents should postpone practice in ND 6 and FD 1-3 until after on-street school instruction if there is any doubt about the student's readiness to progress to these maneuvers.

MANEUVERS Specific maneuver identified by corresponding Card No.	TIMETABLE FOR PARENT-SUPERVISED PRACTICE
BASIC CONTROL TASKS	[Student has completed classroom instruction at school.]
1-10	Begin after thoroughly familiarizing yourself with all Parent Participation Program materials.
11-14	Begin after successful completion of BASIC CONTROL TASKS 1 - 10.
NORMAL DRIVING	
1-5	Begin after successful completion of BASIC CONTROL TASKS 1 - 14.
6 [See "NOTE" above.]	Begin after successful completion of BCT 1-14, and Parking 1-5, and Normal Driving 1-5.
PARKING	
1-5	Begin after successful completion of BASIC CONTROL TASKS 1 - 14.
FREEWAY DRIVING	
1-3 [See "NOTE" above.]	Begin after successful completion of BCT 1-14, and Parking 1-5, and Normal Driving 1-5.

(Non-Integrated
Program)
Attachment 1

SHEET OF CHANGES

The following information replaces the section entitled Fact Sheets which appears on Page 4 of the Parent Handbook for Driver Education.

Fact Sheets

Two Fact Sheets accompany this handbook. On Fact Sheet No. 1, the instructor has provided examples of practice locations with low, moderate, or high traffic volume. For each maneuver that appears on the Instructional Cards, a specific traffic volume is indicated by Driving Area. The parent should try to select convenient areas which are similar to the examples offered by the instructor.

At the bottom of Fact Sheet No.1, a general timetable for parent-supervised practice is presented. Student progress should be closely monitored to insure that practice in a maneuver does not occur until after the student has successfully completed the prerequisite maneuvers. "Successful completion" of maneuvers means that (1) the student has consistently received the highest Parent Checklist rating ("Good"), and (2) the parent is confident that the student is ready to progress to more complex maneuvers. If there is any doubt as to whether the student is ready to practice a particular maneuver, the parent should check with the driver education instructor.

Fact Sheet No. 2 provides information on State regulations regarding driver permits. The parent should read this fact sheet and follow it before starting in-car practice.

The students in this Parent Participation Program have already completed classroom instruction in driver education. The practice provided by the parents in this program will supplement on-street school instruction. In some cases, the parent will be providing practice before the student receives on-street school instruction. This will better prepare the student for school instruction once it begins. This does not mean that a student will not receive school instruction in addition to that provided by the parent.

In other cases, parents will be providing practice for students who are concurrently enrolled in on-street school instruction. This practice will enhance the student's in-school driving experience and foster better school performance.

FACT SHEET NO. 2

STATE REGULATIONS REGARDING LEARNER'S PERMIT

The following information has been copied directly from the (Name of State) ___Driving Manual which reports the rules and regulations for driving in that state. It is important that you understand exactly what is required before you initiate on-street practice sessions. Specifically, the student must possess a valid learner's permit. The following information will familiarize you with the specific regulations governing such a permit.

[Copy pertinent sections from the State Driving Manual, i.e. regulations for permit acquisition; permit restrictions; etc., and include here.]

PARENT LIABILITY AND INSURANCE COVERAGE

The parent supervising in-car practice of a student is liable for any accidents and/or violations incurred by the student during the course of the practice. The legal and financial responsibility incurred in such incidents are solely those of the parent. It is recommended, therefore, that prior to initiating practice sessions, parents should contact their automobile insurance representatives regarding policy coverage for learner-permit drivers.

Appendix E

OUTLINES FOR MEETINGS WITH PARENTS

PROGRAM LEVEL NO. 3: ORIENTATION MEETING

Instructional Materials and Equipment Needed

If items 1 - 6 are not pre-mailed to parents (see Note to the Instructor below), they should be distributed at this meeting.

1. Cover letter and summary for Parent Participant Package (Appendix B)
2. Instructional Cards, one set per parent or couple.
3. Handbook, one copy per parent or couple.
4. Fact Sheet No. 1 (Appendix D), one per parent or couple.
5. Fact Sheet No. 2 (Appendix E), one per parent or couple.
6. Checklists for Driving No.'s 1 - 3.
7. Film or filmstrip used in school's driver education program (optional).
8. Projection equipment and screen.

NOTE TO THE INSTRUCTOR:

The instructor may either mail the materials (Item 1 - 6) to parents about one week before the program begins, or distribute the materials at the meeting. If the instructor expects full attendance at this meeting, then he may prefer the second option. If absentees are likely, the materials should be mailed.

OUTLINE	SUGGESTED TIME	CONTENT
1. Introduction and Purpose of Parent Program	Less than 5 mins.	The instructor should briefly describe the parent's role in in the driver education program.
Parent's Role		The parent's role in the program is to provide the student with driving experiences outside that which can be provided in the school's driver education program. Practice provided by the parent is not meant to "take the place of" practice provided in the school program, but is intended to "supplement" it. Although the driver education instructor gives each student as much practice driving time as is possible within the school program, the student needs additional in-car driving practice in order for him to become a truly safe driver.
Program Goals		In an effort to achieve the program goals: ● Materials have been developed for parent use. Briefly describe the purpose of Instructional Cards and Parent

OUTLINE	SUGGESTED TIME	CONTENT
		Handbook: the cards give procedural information, common student errors, and suggestions for parents for each of the maneuvers; the handbook is intended to provide parents with general information related to the program and tips for in-car instruction. (Parent materials will be described in more detail later in the meeting.) ● One evening meeting was planned in an attempt to provide parents with basic information about the instruction their children receive within the school program and to provide the opportunity for interaction with the instructor to discuss the parent program.
2. Description of school's driver education program	Less than 5 mins.	Explain the objective and rationale for driver education, then describe your school's driver education program. Provide parents with a brief description of number of hours spent in classroom, range, simulator, on-street; and the purpose of each mode of instruction.
Need for additional practice		Explain the need for additional in-car practice: (1) preparation for in-school instruction, and (2) gives broader driving experience.
3. Legal responsibilities of the minor driver and the parent.	Less than 5 mins.	Explain that before parents embark on the supervised practice program, they must be aware of legal responsibilities in your state. ● Financial responsibility in case of accident. ● Assume the liability of a minor (emphasize).
Driver's (Learner's) Permit		Explain the necessity for the student to obtain a valid driver's permit. Distribute Fact Sheet No. 2 of State Regulations on this subject.
Insurance coverage		Discuss insurance coverage. Briefly explain the State regulations on this subject. Advise parents to contact their insurance company for specifics of their policy.

ORIENTATION MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
Waiver of liability		Reiterate the reasons for having requested a waiver of liability (i.e., formal parental acknowledgement of responsibility).
4. Introduction and Explanation of the Parent Program materials Instructional Cards	10 - 15 mins.	Ask parents to refer to the Instructional Cards. [Distribute complete sets to each parent or couple if they were not mailed.] Explain that each card represents a series of procedures and checks which, when performed in the given sequence, will result in the correct execution of a single maneuver. ● Explain that the cards are to be used in sequence ● Emphasize the need for each parent to be thoroughly familiar with the content of each card before the practice session. ● Stress that parents must adhere to the procedures outlined on the cards even if they discover that, habitually, they have not been following that sequence. Parents should expect the program to be a learning experience for them also. ● Explain that the cards list common student errors which parents must be prepared to recognize, correct, or avoid by informed supervision. ● Explain color coding of cards and corresponding content areas.
Parent Handbook		Ask parents to refer to Parent Handbook. [Distribute Parent Handbook to each parent if they were not mailed.] Explain the general nature and purpose of the Handbook. Tell parents that the handbook contains information essential to the effective use of the Instructional Cards and the success of the parent supervised practice. The cautionary information and expanded explanations of the procedures listed on the cards are prerequisites to the safe completion of the program.

ORIENTATION MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
5. Providing In-Car Practice	Less than 10 mins.	Explain the problems likely to arise in the supervision of in-car practice and discuss techniques that will reduce conflict between the parent and the child.
General Guidelines		Refer to page 9 in the Parent Handbook and discuss the list of general guidelines for providing in-car practice. Stress the need for parent-student rapport.
Student Errors		Refer to page 11 in the Parent Handbook and discuss how the parent should handle situations in which the student commits driving errors. Stress the need for patience on the part of the parent, and the importance of instilling confidence in the student.
6. The need for order and organization in learning how to drive Scheduling	Less than 5 mins.	Explain that the parents' practice schedule should be designed to reinforce the skills which the child normally receives in school driver education classes. Although a detailed discussion of content will follow, parents should arrange their schedule so new material is not introduced before the student is ready.
7. Basic Control Tasks	2 mins.	Refer to the Instructional Cards concerning basic control tasks, color coded yellow. Explain that the first practice sessions will deal with the basic skills outlined on cards 1 through 10 (Preoperative Procedures through Right Turns). Quickly review one or two selected cards, pointing out that these maneuvers are low risk and are to be performed in low traffic-volume ares (refer parents to Fact Sheet No. 1). Remind parents of additional information available in Parent Handbook, and caution them to review all material very thoroughly.
8. Introduction to Normal Driving	15 - 20 mins.	Explain that the Normal Driving maneuvers will place parent and student in a more hazardous driving environment. (If certain parents are not sure whether or not the student is ready for Normal Driving, request that they contact you individually.)

ORIENTATION MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
Increased parent responsibility		Explain that responsibilities of the parent concerning safety-oriented supervision will increase as maneuvers become more complicated.
Parent-child rapport		Reiterate the importance of maintaining parent-child rapport conducive to learning and safety.
Procedures related to normal driving		Refer parents to pages 17-21 in the Parent Handbook and briefly review "Normal Driving Procedures", "Principles Related to Normal Driving", and "General Guidelines for Practicing in Traffic". Explain that this section of the Parent Handbook is applicable to all normal driving situations. Specific guidance for the maneuvers on the instructional cards are provided under "Common Student Errors and Suggestions for Parents" on the cards themselves. Discuss briefly the importance of maintaining following distance, speed control, and decision-making in traffic.
9. Normal Driving maneuvers	15 mins.	Review Normal Driving Cards 1 through 6 and discuss in detail "Common Student Errors and Suggestions for Parents". Suggest one or two specific practice sites in the community for each maneuver or group of maneuvers. Solicit questions from parents.
10. Parking and	10 mins.	Refer parents to Parking Cards 1 through 5 and corresponding sections of Parent Handbook. Suggest practice sites in community. Solicit questions from parents.
Interim Summary		Inform parents that students are not yet ready for complex

ORIENTATION MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
		freeway and heavy traffic driving. The maneuvers disscussed at this meeting should be practiced in low to moderate-volume traffic. Reiterate that the material on Normal Driving Procedures and Principles, Parent Handbook, pages 18-20, is critical to the development of safe driving habits.
11. Normal Driving: Progression to heavier traffic conditions	5 mins.	Explain that practice of the Normal Driving maneuvers is to continue throughout the program. As the student becomes increasingly proficient, practice should take place in more complex driving environments. Tell parents that when the student can perform the Normal Driving tasks in low to moderate-volume traffic with no difficulty, progress can be made to heavier traffic conditions.
12. Freeway Driving Card and Handbook review	10 mins.	Review each of the three Freeway Driving cards with parents and discuss common student errors and suggestions for parents. Solicit questions from parents.
Practice sites		Suggest suitable practice sites in the community for freeway driving. Emphasize the fact that parents should not require the student to drive in traffic conditions requiring skills not yet developed. A gradual progression should be made to heavy traffic conditions.
13. Adverse Conditions	3 mins.	The instructor should recommend that parents not provide practice driving sessions in adverse conditions until after completion of in-car instruction in the school program. The last section of the Parent Handbook provides general suggestions for parents relating to practice driving under these conditions.
14. Checklists	3 mins.	Ask parents to refer to the checklists for driving. [Distribute checklists 1 - 3 if they were not mailed.] Explain their use (see Handbook, p.4). Ask parents to be conscientious

OUTLINE	SUGGESTED TIME	CONTENT
		in maintaining complete and accurate checklists throughout the program. At program end, checklists will be returned via mail or students for program review purposes.
15. Conclusion	5 mins.	Reiterate main points:
Review of main points		• Establish a schedule and try to adhere to it. • Practice maneuvers in order and only those maneuvers for which the student is ready. • Be thoroughly familiar with each card and appropriate Parent Handbook content before each practice session. • Practice maneuvers according to procedures outlined on cards. • Remember importance of parent-child rapport.
		Solicit questions from parents.
		Thank parents for their interest and cooperation. Provide your telephone number in case parents need to contact you regarding program problems or progress.
Film		(Optional) If available, show a short film or filmstrip typical of one used in the school's driver education program for any parents who might be interested and have time to stay.

PROGRAM LEVEL NO. 4: FIRST MEETING (ORIENTATION)

Instructional Materials and Equipment Needed

If items 1 - 6 are not pre-mailed to parents (see Note to the Instructor below), they should be distributed at the first meeting.

1. Cover letter and summary for Parent Participant Package (Appendix B)
2. Instructional Cards, one set per parent or couple.
3. Handbook, one copy per parent or couple.
4. Fact Sheet No. 1 (Appendix [illegible]), one per parent or couple.
5. Fact Sheet No. 2 (Appendix E), one per parent or couple.
6. Checklists for Driving No.'s 1 - 3.
7. Film or filmstrip used in school's driver education program. (optional)
8. Projection equipment and screen.

NOTE TO THE INSTRUCTOR:

The instructor may either mail the materials (items 1- 6) to parents about one week before the program begins, or distribute the materials at the meeting. If the instructor expects full attendance at the first meeting, then he may perfer the second option. If absentees are likely, the materials should be mailed.

OUTLINE	SUGGESTED TIME	CONTENT
1. Introduction and Purpose of Parent Program	5 - 10 mins.	The instructor should discuss the parent's role in the driver education program.
Parent's Role		The parent's role in the program is to provide the student with driving experiences outside that which can be provided in the school's driver education program. Practice provided by the parent is not meant to "take the place of" practice provided in the school program, but is intended to "supplement" it. Although the driver education instructor gives each student as much practice driving time as is possible within the school program, the student needs additional in-car practice in order for him to become a truly safe driver.

FIRST MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
Program Goals		In an effort to achieve the program goals: • Materials have been developed for parent use. Briefly describe or reiterate the purpose of Instructional Cards and Parent Handbook: the cards give procedural information, common student errors, and suggestions for parents for each of the maneuvers; the handbook is intended to provide parents with general information related to the program and tips for in-car instruction. (Parent materials will be described in more detail later in the meeting.) • Two evening meetings have been planned in an attempt to provide parents with basic information about the instruction their children receive within the school program and to provide the opportunity for interaction with the instructor to discuss student problem areas.
2. Description of school's driver education program	5-10 mins.	Explain the objective and rationale for driver education, then describe your school's driver education program. Provide parents with a brief description of number of hours spent in classroom, range, simulator, on-street; and the purpose of each mode of instruction.
Film		If available, show a short film or filmstrip typical of one used in the school's driver education program.
Need for additional practice		Explain the need for additional in-car practice: (1) preparation for in-school instruction, and (2) gives broader driving experience.
3. Legal responsibilities of the minor driver and the parent.	5-10 mins.	Explain that before parents embark on the supervised practice program, they must be aware of legal responsiblities in your state. • Financial responsibility in case of accident. • Assume the liability of a minor (emphasize)

OUTLINE	SUGGESTED TIME	CONTENT
Driver's (Learner's) permit		Explain the necessity for the student to obtain a valid driver's permit. Distribute Fact Sheet No. 2 of State regulations on this subject.
Insurance coverage		Discuss insurance coverage. Briefly explain the State regulations on this subject. Advise parents to contact their insurance company for specifics of their policy.
Waiver of liability		Reiterate the reasons for having requested a waiver of liability (i.e., formal parental acknowledgment of responsibility).
4. Introduction and explanation of the Parent Program materials	15-20 mins.	Ask parents to refer to the Instructional Cards. [Distribute complete sets to each parent or couple if they were not mailed.] Explain that each card represents a series of procedures and checks which, when performed in the given sequence, will result in the correct execution of a single maneuver.
Instructional Cards		• Explain that the cards are to be used in sequence. • Emphasize the need for parent to be thoroughly familiar with the content of each card before the practice session. • Stress that parents must adhere to the procedures outlined on the cards even if they discover that, habitually, they have not been following that sequence. Parents should expect the program to be a learning experience for them also. • Explain that the cards list common errors made by student drivers which parents must be prepared to recognize, correct, or avoid by informed supervision. • Explain color coding of cards and corresponding content areas.

FIRST MEETING (continued

OUTLINE	SUGGESTED TIME	CONTENT
Parent Handbook		Ask parents to refer to Parent Handbook. [Distribute Parent Handbook to each parent if they were not mailed]. Explain the general nature and purpose of the Handbook. Tell parents that the handbook contains information essential to the effective use of the Instructional Cards and the success of the parent supervised practice. The cautionary information and expanded explanations of the procedures listed on the cards are prerequisites to the safe completion of the program.
5. Providing In-Car Practice	10-15 mins.	Explain the problems likely to arise in the supervision of in-car practice and discuss techniques that will reduce conflict between the parent and child.
General Guidelines Student Errors		Refer to page 9 in the Parent Handbook and encourage comments on the list of general guidelines for providing in-car practice. Stress the need for parent-student rapport. Refer to page 11 in the Parent Handbook and discuss how the parent should handle situations in which the student commits driving errors. Stress the need for patience on the part of the parent, and the importance of instilling confidence in the student.
6. The need for order and organization in learning how to drive.	5-10 mins.	Refer to page 13 in the Parent Handbook and discuss the need for parent and student to agree upon a schedule for practice driving.
Scheduling		Practice driving schedules serve a similar purpose to a teacher's lesson plans, and once decided upon, should be adhered to. • A schedule tends to assure complete coverage of the program. • A schedule provides a sequence for learning. • A definite practice time (hour, day) with parent and student commitment indicates sincerity of purpose.

OUTLINE	SUGGESTED TIME	CONTENT
		Explain that the parents' practice schedule should be designed to reinforce the skills which the child receives in school driver education classes. Although a detailed discussion of content will follow, parents should arrange their schedule so new material is not introduced before the student is ready.
7. Basic Control Tasks	30-40 mins.	Ask parents to refer to the Instructional Cards concerning basic control tasks, color coded yellow. Explain that the first practice sessions will deal with the basic skills outlined on cards 1 through 10 (Preoperative Procedures through Right Turns).
		Ask parents to refer to Fact Sheet No. 1. [Distribute sheets if they were not mailed.] Briefly explain how to use this sheet when choosing appropriate practice locations for each maneuver. Also point out that the cards contain a note on recommended kinds of practice sites and scheduling.
Card review		Quickly review each card with parents. Encourage questions regarding specific card content.
Practice sites		After the presentation of each card suggest one or two specific practice sites in the community for that maneuver. Briefly discuss the importance of choosing practice areas commensurate with the student's ability and the maneuver to be accomplished.
Handbook review		After the presentation of the cards dealing with basic control tasks, review the section of the Parent Handbook which corresponds. Solicit questions from parents.
Checklist		Ask parents to refer to the checklists for driving. [Distribute checklists 1 - 3 if they were not mailed.] Explain their use (see Handbook, p. 4). Ask parents to complete checklist No. 1 and bring it to the next meeting.

FIRST MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
8. Review and conclusion Goals to be achieved by next meeting	5-10 mins.	Tell parents that they should have worked through Instructional Card 10 (Right Turns) by the next meeting.
Review of main points		Reiterate main points: • Establish a schedule and try to adhere to it. • Practice maneuvers in order and only those maneuvers for which the student is ready. • Be thoroughly familiar with each card and appropriate Parent Handbook content before each practice session. • Practice maneuvers according to procedures outlined on cards. • Remember importance of parent-child rapport. Solicit questions from parents. Remind parents of date for next meeting. Tell parents they should bring Cards, Handbook, and completed Checklist No. 1. Tell parents topics for next meeting will be: • Problems arising from the practice sessions • Review of remaining Basic Control Tasks, Normal Driving, Parking, and Freeway Driving. • Reiterate date and location of next meeting. (Approximately one month should elapse between the first and the second meeting.)

PROGRAM LEVEL NO. 4: SECOND MEETING

Instructional Materials and Equipment Needed

1. Instructional Cards (extra copies)
2. Parent Handbook (extra copies)
3. Extra copies of Checklists No.'s 2 and 3
4. Audio-visual aid (e.g. 16mm simulator film) on general driving procedures in traffic. (optional)
5. Projection equipment and screen.

OUTLINE	SUGGESTED TIME	CONTENT
1. Problems and questions from parents Discussion of problems arising from previous practice sessions.	10 - 15 mins.	Solicit questions and encourage discussion on: • Problems concerning scheduling and organization of practice sessions. • Problems concerning supervision and performance of specific basic control tasks (cards 1 through 10). • Problems concerning appropriate practice sites. • Problems concerning the parent-child relationship and practice sessions. • Other problems mentioned by parents.
2. Basic Control Tasks (continued)	10 mins.	Begin with review of card 11 (Backing) and review each remaining Basic Control Task card with parents. In conjunction with each card, suggest one or two specific practice sites in the community. Again emphasize the need to select practice areas suitable to the student's ability.

SECOND MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
3. Introduction to Normal Driving	15 - 20 mins.	Explain that the Normal Driving maneuvers will place parent and student in a more hazardous driving environment. (If certain parents are not sure whether or not the student is ready for Normal Driving, request that they contact you individually.)
Increased parent responsibility		Explain that responsibilities of the parent concerning safety-oriented supervision will increase as maneuvers become more complicated.
Parent-child rapport		Reiterate the importance of maintaining parent-child rapport conducive to learning and safety.
Procedures related to normal driving		Refer parents to pages 17-21 in the Parent Handbook and briefly review "Normal Driving Procedures," "Principles Related to Normal Driving," and "General Guidelines for Practicing in Traffic." Explain that this section of the Parent Handbook is applicable to all normal driving situations. Specific guidance for the maneuvers on the instructional cards are provided under "Common Student Errors and Suggestions for Parents" on the cards themselves.
4. Normal Driving maneuvers	15 mins.	Review Normal Driving Cards 1 through 6 and discuss in detail "Common Student Errors and Suggestions for Parents". Suggest one or two specific practice sites in the community for each maneuver or group of maneuvers. Solicit questions from parents.
5. Parking	10 - 15 mins.	Review Parking Cards 1 through 5 and corresponding sections of the Parent Handbook. Suggest practice sites in the community. Solicit questions from parents.

SECOND MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
6. Interim Summary	5 - 6 mins.	Inform parents that students are not yet ready for complex freeway and heavy traffic driving. The maneuvers discussed at this meeting should be practiced in low to moderate-volume traffic. Reiterate that the material on Normal Driving Procedures and Principles, Parent Handbook, pages 18-20, is critical to the development of safe driving habits. Collect completed Checklist No. 1 and distribute Checklists No.'s 2 and 3 to parents who do not have them. Tell parents these checklists cover the remainder of the practice sessions and should be returned via mail or students at the completion of the program.
7. Normal Driving: Progression to heavier traffic conditions	5 mins.	Explain that practice of the Normal Driving maneuvers is to continue throughout the program until completion. As the student becomes increasingly proficient, practice should take place in more complex driving environments. Tell parents that when the student can perform the Normal Driving tasks in low to moderate-volume traffic with no difficulty, progress can be made to heavier traffic conditions. Remind parents to continue rating these maneuvers on the Checklists.
8. Freeway Driving Card and Handbook review.	10 mins.	Review each of the three Freeway Driving cards with parents and discuss common student errors and suggestions for parents. Solicit questions from parents.
Practice sites		Suggest suitable practice sites in the community for freeway driving. Emphasize the fact that parents should not require the student to drive in traffic conditions requiring skills not yet developed. A gradual progression should be made to heavy traffic conditions.

SECOND MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
9. Adverse Conditions	3 mins.	The instructor should recommend that parents not provide practice driving sessions in adverse conditions until after completion of in-car instruction in the school program. The last section of the parent handbook provides general suggestions for parents relating to providing practice in driving under these conditions.
10. Conclusions	10 mins.	Ask parents to continue the use of the checklists until completion of the program. Remind parents that completed checklists are to be returned via mail or students to the school. Encourage parents to ask any remaining questions they have concerning any aspect of the program. Thank parents for their interest and cooperation.
11. Audio-visual aid on perceptual skills		(Optional) If available, employ suitable audio-visual aid on freeway driving and/or high speed driving, emphasizing the importance of development of perceptual skills (e.g. gap estimation on entrance ramp.) Those parents who are interested and have the time to stay should be invited to remain for the presentation.

PROGRAM LEVEL NO. 5: FIRST MEETING (ORIENTATION)

Instructional Materials and Equipment Needed

If items 1 - 6 are not pre-mailed to parents (see Note to the Instructor below), they should be distributed at the first meeting.

1. Cover letter and summary for Parent Participant Package (Appendix B)
2. Instructional Cards, one set per parent or couple.
3. Handbook, one copy per parent or couple.
4. Fact Sheet No. 1 (Appendix D), one per parent or couple.
5. Fact Sheet No. 2 (Appendix E), one per parent or couple.
6. Checklists for Driving No.'s 1-3.
7. Film or filmstrip used in school's driver education program. (optional)
8. Projection equipment and screen.

NOTE TO THE INSTRUCTOR:

The instructor may either mail the materials (items 1 - 6) to parents about one week before the program begins, or distribute the materials at the meeting. If the instructor expects full attendance at the first meeting, then he may prefer the second option. If absentees are likely, the materials should be mailed.

OUTLINE	SUGGESTED TIME	CONTENT
1. Introduction and Purpose of Parent Program	5 - 10 mins.	The instructor should discuss the parent's role in the driver education program.
Parent's Role		The parent's role in the program is to provide the student with driving experiences outside that which can be provided in the school's driver education program. Practice provided by the parent is not meant to "take the place of" practice provided in the school program, but is intended to "supplement" it. Although the driver education instructor gives each student as much practice driving time as is possible within the school program, the student needs additional in-car driving practice in order for him to become a truly safe driver.

FIRST MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
Program Goals		In an effort to achieve the program goals: • Materials have been developed for parent use. Briefly describe or reiterate the purpose of Instructional Cards and Parent Handbook: the cards give procedural information, common student errors, and suggestions for parents for each of the maneuvers; the handbook is intended to provide parents with general information related to the program and tips for in-car instruction. (Parent materials will be described in more detail later in the meeting.) • Three evening meetings have been planned in an attempt to provide parents with basic information about the instruction their children receive within the school program and to provide the opportunity for interaction with the instructor to discuss student problem areas.
2. Description of school's driver education program	5-10 mins.	Explain the objective and rationale for driver education, then describe your school's driver education program. Provide parents with a brief description of number of hours spent in classroom, range, simulator, on-street; and the purpose of each mode of instruction.
Film		If available, show a short film or filmstrip typical of one used in the school's driver education program.
Need for additional practice		Explain the need for additional in-car practice: (1) preparation for in-school instruction, and (2) gives broader driving experience.
3. Legal responsibilities of the minor driver and the parent.	5-10 mins.	Explain that before parents embark on the supervised practice program, they must be aware of legal responsiblities in your state. • Financial responsibility in case of accident. • Assume the liability of a minor (emphasize)

FIRST MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
Driver's (Learner's) permit		Explain the necessity for the student to obtain a valid driver's permit. Distribute Fact Sheet No. 2 of State regulations on this subject.
Insurance coverage		Discuss insurance coverage. Briefly explain the State regulations on this subject. Advise parents to contact their insurance company for specifics of their policy.
Waiver of liability		Reiterate the reasons for having requested a waiver of liability (i.e., formal parental acknowledgment of responsibility).
4. Introduction and explanation of the Parent Program materials	15-20 mins	Ask parents to refer to the Instructional Cards. [Distribute complete sets to each parent or couple if they were not mailed.] Explain that each card represents a series of procedures and checks which, when performed in the given sequence, will result in the correct execution of a single maneuver.
Instructional Cards		• Explain that the cards are to be used in sequence. • Emphasize the need for parent to be thoroughly familiar with the content of each card before the practice session. • Stress that parents must adhere to the procedures outlined on the cards even if they discover that, habitually, they have not been following that sequence. Parents should expect the program to be a learning experience for them also. • Explain that the cards list common errors made by student drivers which parents must be prepared to recognize, correct, or avoid by informed supervision. • Explain color coding of cards and corresponding content areas.

FIRST MEETING (continued

OUTLINE	SUGGESTED TIME	CONTENT
Parent Handbook		Ask parents to refer to Parent Handbook. [Distribute Parent Handbook to each parent if they were not mailed]. Explain the general nature and purpose of the Handbook. Tell parents that the handbook contains information essential to the effective use of the Instructional Cards and the success of the parent supervised practice. The cautionary information and expanded explanations of the procedures listed on the cards are prerequisites to the safe completion of the program.
5. Providing In-Car Practice	10-15 mins.	Explain the problems likely to arise in the supervision of in-car practice and discuss techniques that will reduce conflict between the parent and child.
General Guidelines		Refer to page 9 in the Parent Handbook and encourage comments on the list of general guidelines for providing in-car practice. Stress the need for parent-student rapport. Refer to page 11 in the Parent Handbook and discuss how the parent should handle situations in which the student commits driving errors. Stress the need for patience on the part of the parent, and the importance of instilling confidence in the student.
Student Errors		
6. The need for order and organization in learning how to drive.	5-10 mins.	Refer to page 13 in the Parent Handbook and discuss the need for parent and student to agree upon a schedule for practice driving.
Scheduling		Practice driving schedules serve a similar purpose to a teacher's lesson plans, and once decided upon, should be adhered to. • A schedule tends to assure complete coverage of the program. • A schedule provides a sequence for learning. • A definite practice time (hour, day) with parent and student commitment indicates sincerity of purpose.

OUTLINE	SUGGESTED TIME	CONTENT
		Explain that the parents' practice schedule should be designed to reinforce the skills which the child receives in school driver education classes. Although a detailed discussion of content will follow, parents should arrange their schedule so new material is not introduced before the student is ready.
7. Basic Control Tasks	30-40 mins.	Ask parents to refer to the Instructional Cards concerning basic control tasks, color coded yellow. Explain that the first practice sessions will deal with the basic skills outlined on cards 1 through 10 (Preoperative Procedures through Right Turns).
		Ask parents to refer to Fact Sheet No. 1. [Distribute sheets if they were not mailed.] Briefly explain how to use this sheet when choosing appropriate practice locations for each maneuver. Also point out that the cards contain a note on recommended kinds of practice sites and scheduling.
Card review		Quickly review each card with parents. Encourage questions regarding specific card content.
Practice sites		After the presentation of each card suggest one or two specific practice sites in the community for that maneuver. Briefly discuss the importance of choosing practice areas commensurate with the student's ability and the maneuver to be accomplished.
Handbook review		After the presentation of the cards dealing with basic control tasks, review the section of the Parent Handbook which corresponds. Solicit questions from parents.
Checklist		Ask parents to refer to the checklists for driving. [Distribute checklists 1 - 3 if they were not mailed.] Explain their use (see Handbook, p. 4). Ask parents to complete checklist No. 1 and bring it to the next meeting.

FIRST MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
8. Review and conclusion	5-10 mins.	Tell parents that they should have worked through Instructional Card 10 (Right Turns) by the next meeting.
Goals to be achieved by next meeting		
Review of main points		Reiterate main points: • Establish a schedule and try to adhere to it. • Practice maneuvers in order and only those maneuvers for which the student is ready. • Be thoroughly familiar with each card and appropriate Parent Handbook content before each practice session. • Practice maneuvers according to procedures outlined on cards. • Remember importance of parent-child rapport. Solicit questions from parents. Remind parents of date for next meeting. Tell parents they should bring Cards, Handbook, and completed Checklist No. 1. Tell parents topics for next meeting will be: • Problems arising from the practice sessions • Review of remaining Basic Control Tasks, Normal Driving, and Parking. • Reiterate date and location of next meeting. (Approximately one month should elapse between the first and the second meeting.)

PROGRAM LEVEL NO. 5: SECOND MEETING

Instructional Materials and Equipment Needed

1. Instructional Cards (extra copies)
2. Parent Handbook (extra copies)
3. Extra copies of Checklists No.'s 2 and 3
4. Audio-visual aid (e.g. 16 mm. simulator film) on general driving procedures in traffic. (optional)
5. Projection equipment and screen.

OUTLINE	SUGGESTED TIME	CONTENT
1. Problems and questions from parents Discussion of problems arising from previous practice sessions.	15-20 mins.	Solicit questions and encourage discussion on: • Problems concerning scheduling and organization of practice sessions. • Problems concerning supervision and performance of specific basic control tasks (cards 1 through 10). • Problems concerning appropriate practice sites. • Problems concerning the parent-child relationship and practice sessions. • Other problems mentioned by parents.
2. Basic Control Tasks (continued)	10-15 mins.	Begin with review of card 11 (Backing) and review each remaining Basic Control Task card with parents. In conjunction with each card, suggest one or two specific practice sites in the community. Again emphasize the need to select practice areas suitable to the student's ability.

SECOND MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
3. Introduction to Normal Driving	15-20 mins.	Explain that the Normal Driving maneuvers will place parent and student in a more hazardous driving environment. (If certain parents are not sure whether or not the student is ready for Normal Driving, request that they contact you individually.)
Increased parent responsibility		Explain that responsibilities of the parent concerning safety-oriented supervision will increase as maneuvers become more complicated.
Parent-child rapport		Reiterate the importance of maintaining parent-child rapport conducive to learning and safety.
Procedures related to normal driving		Refer parents to pages 17-21 in the Parent Handbook and briefly review "Normal Driving Procedures," "Principles Related to Normal Driving," and "General Guidelines for Practicing in Traffic." Explain that this section of the Parent Handbook is applicable to all normal driving situations. Specific guidance for the maneuvers on the instructional cards are provided under "Common Student Errors and Suggestions for Parents" on the cards themselves. Employ suitable audio-visual aid (e.g. 16 mm. simulator film on general driving procedures (optional). Discuss the importance of maintaining following distance, speed control and decision-making in traffic.
4. Normal Driving Maneuvers	20-30 mins.	Review Normal Driving Cards 1 through 6 and discuss in detail "Common Student Errors and Suggestions for Parents". Suggest one or two specific practice sites in the community for each maneuver or group of maneuvers. Solicit questions from parents.

SECOND MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
5. Parking	10-15 mins.	Review Parking Cards 1 through 5 and corresponding sections of Parent Handbook. Suggest practice sites in community. Solicit questions from parents.
6. Review and conclusions	5-10 mins.	Inform parents that students are not yet ready for complex freeway and heavy traffic driving. The maneuvers discussed at this meeting should be practiced in low to moderate-volume traffic. Reiterate that the material on Normal Driving Procedures and Principles, Parent Handbook, pages 18-20, is critical to the development of safe driving habits. Solicit questions from parents. Collect completed Checklist No. 1 and distribute Checklists 2 and 3 to parents who do not have them. Tell parents these checklists cover the remainder of the practice sessions and should be sent in at the completion of the program. Remind parents of date of next meeting. Ask them to bring Cards and Handbook. Tell parents the topics for the next meeting will be: ● Discussion of problems arising from practice sessions ● Freeway Driving ● Preparation for independent driving. ● Reiterate date and location of final meeting. (The final meeting should be scheduled near the end of school instruction.)

PROGRAM LEVEL NO. 5: THIRD MEETING

Instructional Materials and Equipment Needed

1. Instructional Cards (extra copies)
2. Parent Handbook (extra copies)
3. Extra copies of Checklists No. 2 and No. 3.
4. Audio-visual aid on freeway driving (optional).
5. Projection equipment and screen.

OUTLINE	SUGGESTED TIME	CONTENT
1. Problems and questions from parents Discussion of problems arising from previous practice sessions.	15-20 mins.	Solicit questions and encourage discussions on: • Problems concerning scheduling and organization of practice sessions. • Problems concerning supervision and performance of specific Basic Control Tasks, Normal Driving procedures, or tasks related to Parking. • Problems concerning appropriate practice sites. • Problems concerning the parent-child relationship and practice sessions. • Other problems mentioned by parents.
2. Normal Driving	5 mins.	Explain that practice of the Normal Driving maneuvers is to continue throughout the final third of the parent program. As the student becomes increasingly proficient, practice should take place in more complex driving environments.
Progression to heavier traffic conditions.		Tell parents that when the student can perform the Normal Driving tasks in low to moderate-volume traffic with no difficulty, progress can be made to heavier traffic conditions. Remind parents to continue rating these manuevers on the Checklists.

THIRD MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
3. Freeway Driving	20-30 mins.	
Card and Handbook review.		Review each of the three Freeway Driving cards with parents and discuss common student errors and suggestions for parents. Solicit questions from parents.
Practice sites		Suggest suitable practice sites in the community for freeway driving. Emphasize the fact that parents should not require the student to drive in traffic conditions requiring skills not yet developed. A gradual progression should be made to heavy traffic conditions.
Audio-visual aid on perceptual skills		Employ suitable audio-visual aid on freeway driving and/or high-speed highway driving (optional), emphasizing the importance of development of perceptual skills (e.g. gap estimation on entrance ramp).
4. Adverse Conditions	5 mins.	The insturctor should recommend that parents not provide practice driving sessions in adverse conditions until after completion of in-car instruction in the school program. The last section of the parent handbook provides general suggestions for parents relating to providing practice in driving under these conditions.
5. Assessing the student's Readiness to assume increased responsiblity.	10-15 mins.	Explain to parents that the successful execution of maneuvers on the Instructional Cards is necessary, but not sufficient, to assure the student's safe driving in increasingly complex situations without supervision. [Solo driving should not occur until completion of in-school instruction.] Parents should ask themselves the following questions in relation to their child's driving (Refer parents to page 28 in the Handbook): • Is my child able to identify potential hazards as he approaches them? • Is my child capable enough to handle the vehicle in such a manner that hazardous situations are avoided?

THIRD MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
		• Is my child able to make a prediction as to what is going to happen as a result of changes occurring in the immediate driving environment? • Is my child able to decide the best action to take to avoid a hazardous situation? • Is my child able to use visual skills, so that he might correctly read and gain an understanding of the patterns of traffic around him? • Is my child able to judge time-space relationships that are constantly changing? • Does my child respect the rights of others using the roadway, including pedestrians, motorcycle drivers, buses, trucks, and other automobiles? Discuss theses questions with parents.
6. Joint preparation for independent driving.	15-20 mins.	Suggest that parents and students work together and agree upon a level of performance which will indicate that the child has reached a minimal level of operational skill and judgement so that he/she may use the family car independently. Suggest that parents and students agree upon: • Readiness for the driver's license • Readiness for solo driving • Use of the car at night and in other adverse conditions. • Use of the car for prolonged trips • The son's or daughter's responsibilities concerning car maintenance. • Parental control of the car as contrasted to unlimited use.

THIRD MEETING (continued)

OUTLINE	SUGGESTED TIME	CONTENT
		Discuss these issues with parents.
7. Parent Program evaluation	10-15 mins.	Distribute evaluation sheet (see Appendix for sample). Allow time for completion of questionnaire and ask parents to hand them in as they leave.
8. Conclusions	10-15 mins.	Ask parents to continue use of the checklists until completion of the program. Ask parents to return the checklists to the school (give proper name and address) by mail or via the student. Encourage parents to ask any remaining questions they have concerning any aspect of the program. Thank parents for their cooperation.

Appendix F

DRIVING KNOWLEDGE TEST —TEST ADMINISTRATION GUIDELINES

DRIVING KNOWLEDGE TEST

TEST ADMINISTRATION GUIDELINES

PURPOSE

The pre-test of driving knowledge is a paper and pencil test consisting of 50 multiple choice items. It is designed to measure the extent of students' driving knowledge before exposure to the course materials. The same test will be administered to the students upon completion of the course in order to assess student attainment of curriculum knowledge objectives. A comparison of the two sets of scores will provide one measure of the extent to which exposure to the course has increased driving knowledge.

TEST ADMINISTRATION

Date: The second classroom session in Unit 1

Time Required: 20-30 minutes

Materials Required:
(1) One test booklet for each student
(2) One set of instructions and an answer sheet (IBM) for each student (clip this to the front of the test booklet)
(3) One #2 pencil for each student

Test Room Conditions: Those conducive to good concentration and individual work

INSTRUCTIONS TO STUDENTS

"In class today you will be taking a multiple choice test on driving knowledge. This test is to find out what you might already know ab driving before beginning the driving course. The results of this test will not affect your grade in any way. But the test scores will help us judge how effective the course is when we compare them to test scores when you have completed the course."

"When you liik at the test you will probably find that you don't know many of the answers. Don't worry. You aren't expected to. So just try to choose the answer that seems most correct to you."

"It is important that you work individually and quietly."

"I am going to hand out the test now. Please don't open the booklet until I say so." (Hand out test booklets with instructions and answer sheets clipped to the front of each, and pencils).

"Detach the answer sheet from the test booklet and read the instructions carefully." (pause)

"Are there any questions?"

"Remember - For each question, choose the ONE answer you consider MOST correct.

- Put your answers only on the answer sheet."

"You have half an hour to complete the test. You may begin."

NOTE: Before collecting the test materials, ask students to ensure that their name, school and date are written on the answer sheet. The test should NOT be discussed.

SCORING

Tests are to be scored on a percentage basis. Assign two points to each correct answer. The sum of the points will represent the percentage score.

DRIVING KNOWLEDGE TEST (PRE-TEST/POST-TEST)

INSTRUCTIONS

(To be attached to the front page of each test)

Please use the pencil provided

Take the Answer Sheet and:

- Where it says NAME write your name
- Write the name of your SCHOOL on the answer sheet
- Write today's DATE on the answer sheet

When you take the test, you should:

- Pick the ONE answer you think is MOST correct for each question
- Fill in the blank corresponding to the correct answer ON THE ANSWER SHEET
- Not write on the test itself

EXAMPLE: 1. A red traffic light means:

a) slow down
b) stop
c) go
d) turn

If you think "stop" is the correct answer, you would find the number "1" on the answer sheet and fill in the blank next to the letter "b".

DRIVING KNOWLEDGE TEST

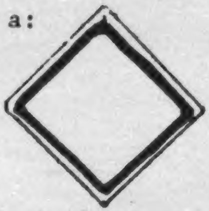
1. The inside rearview mirror should be adjusted to reflect the:

   a) Center of the road behind the vehicle
   b) Left side of the road behind the vehicle
   c) Right side of the road behind the vehicle
   d) Top of the trunk

2. When backing up, it is usually best to:

   a) Open the left front door and look back
   b) Steer with one hand while looking into the rearview mirror
   c) Steer with one hand while looking out the rear window
   d) Steer with both hands while looking out of the left side window

3. The shape of this sign tells you it is a:



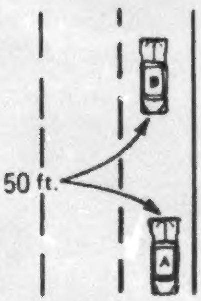
   a) Stop sign
   b) Speed limit sign
   c) Warning sign
   d) School crossing sign

4. When you come to a railroad crossing where there are several sets of tracks you should:

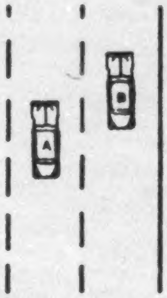
   a) Wait until all the tracks are clear before you start to cross
   b) Drive quickly to cross the tracks in as little time as possible
   c) Stop and wait until a flagman signals you to cross
   d) Move part way onto the tracks and then wait for the other tracks to clear

5. As Car A prepares to pass and passes Car B, in which position is A in the greatest danger from B?

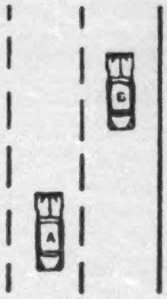
(a)



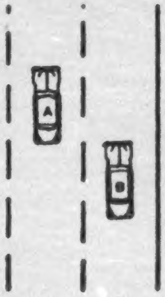
(b)



(c)



(d)



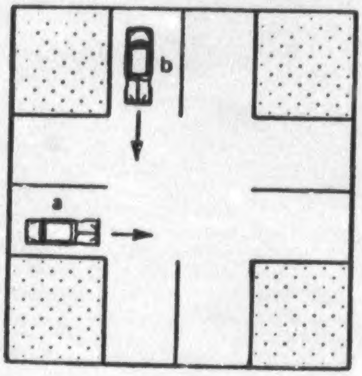
6. When you are planning to make a turn at an intersection, the best time to signal your turn, in most cases, is:

a) As soon as you've decided to make the turn
b) Whenever it will cause the least confusion
c) Approximately 150 feet from the intersection
d) When you begin to make the turn

7. In general, the safest driving speed on the roadway is:

a) 5 mph faster than the speed of the average car
b) 5 mph slower than the speed of the average car
c) The average speed of the other cars as long as that speed doesn't exceed the posted limit.
d) A speed that more or less constantly varies from the posted speed limit

8. The cars in the diagram below are approaching an intersection. There are no traffic signs or lights. Mark the letter on your answer sheet for the car that has the right-of-way.



9. A broken line painted on the center of the highway means:

a) You may pass or change lanes
b) Only drivers on the other side of the road may pass
c) You may not pass
d) Use extreme caution

10. When driving on snowy or other slippery surfaces, smooth steady acceleration:

a) Is not as important as it is on dry surfaces
b) Helps keep the rear wheels from spinning
c) Is best accomplished by starting in low gear
d) Is no easier when using snow treads

11. When driving on snow or ice, do not:

a) Look at other vehicles to see if they are skidding
b) Wait until you reach the intersection before slowing down
c) Watch out for vehicles coming out of side streets
d) Look out for children playing near the street

12. If bad weather makes it hard for you to see, you should:

a) Speed up to get off the road quickly
b) Increase your following distance
c) Drive in the lane closest to on-coming traffic
d) Turn your lights on high beam

13. You should turn on your headlights:

a) Only between dusk and dawn
b) At night and on days when it is raining
c) At night and during severe snow storms
d) In all conditions of darkness

14. Which area is likely to be the most slippery after a rainfall during freezing weather?

a) The shoulders of the road
b) The roadway over a bridge or culvert
c) Roadways in sheltered areas
d) Areas paved with asphalt rather than concrete

15. On a two lane road, you should pass only when:

a) There is enough room to return safely to your lane after the pass
b) There is a solid line to the left of your lane
c) The vehicle ahead signals you to pass
d) The vehicle ahead is going more than 15 mph below the speed limit

16. When driving in city traffic, you should:

a) Avoid using hand signals
b) Drive only in low gear
c) Expect other drivers to make quick stops
d) Leave only a small space between you and the vehicle ahead

17. Even if you feel in good condition after drinking, you should:

a) Realize that you won't be thinking as clearly as usual
b) Keep the radio on so you don't fall asleep
c) Spend more time than usual looking in the mirrors
d) Avoid using major highways

18. Prescription drugs taken in combination with alcoholic beverages:

a) Can cause trouble unless the drug was prescribed by a physician
b) Will tend to have their effects cancelled out by the effect of alcohol
c) Will cause trouble if you drink too much
d) Can produce extremely harmful effects

19. Which hand position on the steering wheel gives you the best control of the car during emergencies?

a) One hand at "10 o'clock" and one hand at "2 o'clock"
b) Both hands near the "12 o'clock" position
c) Both hands on the spokes
d) One hand at "9 o'clock" and one hand at "3 o'clock"

20. Your front wheels are most likely to skid if you:

a) Turn the wheel sharply
b) Speed up too quickly
c) Apply your brakes when backing up
d) Brake too hard

21. In order to get out of a skid, you should:

a) Keep your foot off the brake
b) Turn the front wheels toward the edge of the road
c) Let the steering wheel slip through your hands
d) Keep a constant pressure on the gas pedal

22. If your brakes fail while you are on the roadway, the first thing you should do is:

   a) Keep your foot on the brake and wait until you get brake action again
   b) Turn off the ignition
   c) Leave the roadway
   d) Pump your brakes a few times

23. If a tire begins going flat while you are driving, you should:

   a) Drive quickly to the nearest service station
   b) Look for a safe place to pull off the road, then pull off
   c) Stop where you are and signal other traffic to go around you
   d) Pull off the road immediately, even if you can't get entirely off the road

24. Your tires will get worn in the middle if:

   a) They have too little air in them
   b) You make sharp turns
   c) They have too much air in them
   d) You do a lot of driving on gravel roads

25. When taking a long trip, you should limit your driving to:

   a) The distance your car can go without over-heating
   b) 4 hours a day with several rest stops
   c) 8 hours a day with several rest stops
   d) 12 hours a day with several rest stops

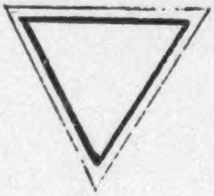
26. Before driving, you should adjust your sideview mirror so that you:

a) Do not see any part of your vehicle when you are sitting in your normal driving position
b) Just see the left edge of your vehicle when you lean to the left
c) See the rear window of your vehicle when you are sitting in your normal driving position
d) Just see the left edge of your vehicle when you are sitting in your normal driving position

27. The best way to be sure that it is safe to back up is to:

a) Look out the left side window
b) Look directly out the rear window
c) Look into the rearview mirror
d) Blow the horn and wait a few seconds

28. The shape of this sign indicates:



a) No passing zone
b) Stop
c) Yield right-of-way
d) Slow traffic keep right

29. When you come to a railroad crossing where the signal tells you a train is coming, the safest thing to do is:

a) Bring your car to a complete stop before you reach the signal
b) Slow down and look both ways
c) Continue at the same speed and check for a train before crossing
d) Estimate how fast the train is approaching and then cross the tracks

30. Before pulling out to pass a car, you should check the:

a) Outside and rearview mirrors
b) Rearview mirror
c) Outside and rearview mirrors, and look over the left shoulder
d) Outside mirror, rearview mirror, and then outside mirror again

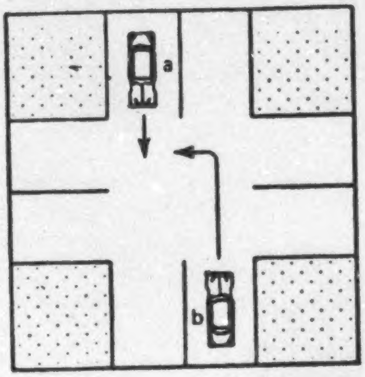
31. If you have to slow down quickly or make a sudden stop, you should:

a) Blow your horn before coming to a stop
b) Signal to the vehicle behind you if possible
c) Hold the steering wheel by the spokes
d) Shift into neutral before applying the brakes

32. Driving more slowly than the traffic flow:

a) Is usually a safe practice
b) Increases your chances of being struck from behind
c) Encourages other drivers to slow down
d) Is against the law

33. The cars in the diagram below have arrived at their positions at the same time. There are no traffic signs or lights. Mark the letter on your answer sheet for the car that has right-of-way.



34. A solid line and a broken line painted on the center of a two-lane highway mean:

a) Passing is not permitted when the solid line is on your side
b) Passing is permitted only when the solid line is on your side
c) Passing is permitted in either direction
d) Passing is not permitted in either direction

35. When driving on an upgrade covered with snow or ice, you can prevent wheel spinning by:

a) Increasing your speed when you begin to climb
b) Shifting into low gear before starting up
c) Maintaining a constant pressure on the accelerator
d) Applying the brakes every now and then

36. If you are driving on icy roads in freezing weather, you should:

a) Approach curves and intersections slowly
b) Slow down after you enter curves or intersections
c) Drive at normal speeds if you have snow treads or chains
d) Stay in low gear most of the time

37. When it is very foggy during the day or night, you should:

a) Put on your high beam lights
b) Slow down
c) Follow closer to other vehicles
d) Turn on interior car light

38. At night you should drive slow enough to be able to stop within:

a) 5 car lengths
b) The distance lighted by your headlights
c) 200 feet
d) 10 seconds from the time you hit the brake

39. If the temperature drops below freezing after a rain:

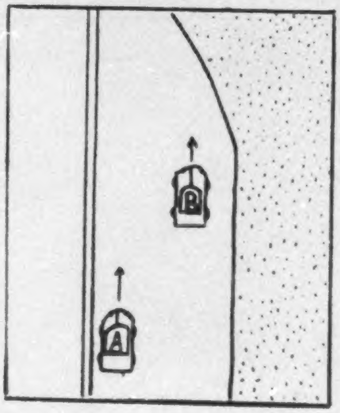
a) Stop and put chains on as soon as possible
b) Do not driver faster than 35 mph
c) Test your brakes from time to time
d) Stop at every intersection

40. On a two lane highway, you should never:

a) Follow immediately after a vehicle that is making a pass
b) Pass a car that is towing a trailer
c) Pass a car signalling a right turn
d) Pass a car that is not going more than 15 mph below the speed limit

41. In a situation like the one illustrated in the diagram, the driver of Car A should:

a) Be prepared for Car B to cut in front of him
b) Pass Car B as soon as possible
c) Move to the right lane behind Car B
d) Sound his horn several times



42. Having one or two drinks before driving:

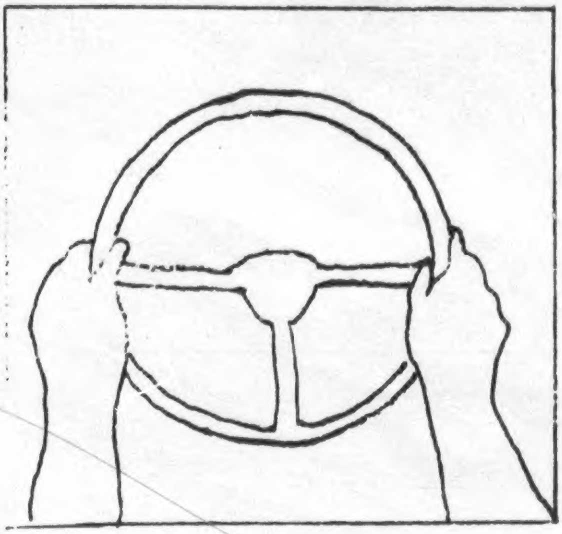
- a) Is safe if you have been eating too
- b) Has little or no effect on your driving ability
- c) Will affect your reactions and judgment
- d) Is illegal in most states

43. Before taking any drugs and then driving, it is important to:

- a) Plan to have some other person with you
- b) Know what the effects of the drug are
- c) Have some food in your stomach
- d) Plan on stopping every few hours

44. The hand position shown in the diagram is best for emergency situations because:

- a) You won't sound the horn by mistake
- b) You can keep from turning the wheel too sharply
- c) You have better control over steering
- d) It is easier to make a hand signal from this position



45. You are most likely to skid when:

a) On asphalt roads, in tunnels, and when it is windy
b) On curves, sand or gravel roads, and when making quick stops
c) Making left turns, driving on bridges, and when speeding up
d) Making turns on brick roads, backing up, and when at city intersections

46. If the rear of your vehicle is skidding to the left, you should:

a) Turn the top of your steering wheel to the left
b) Avoid moving the steering wheel till you are out of the skid
c) Turn the top of your steering wheel to the right
d) Turn the top of the steering wheel to the right and then to the left once you get traction

47. If your hood opens while driving, you should:

a) Step on the brake and stop as fast as you can
b) Signal for a stop and steer out of the main flow of traffic
c) Avoid leaving the road since you cannot see where you are going
d) Come to a stop on the road and put the hood down

48. When you have a flat tire on the highway, the most important thing to do is:

a) Stop immediately so that the tire won't be damaged further
b) Drive until you find a place where you can pull completely off the road
c) Pull off the road without delay and set up flares
d) Stop and turn on your emergency flashers

49. If your tires are badly worn, you should:

a) Replace them
b) Rotate them
c) Avoid driving on hot days
d) Have them balanced

50. When going on a long trip, it is most important to:

a) Get plenty of rest before starting out
b) Have someone else with you in the vehicle
c) Have a good meal before starting out
d) Keep the radio on

HUMAN RESOURCES RESEARCH ORGANIZATION

300 North Washington Street • Alexandria, Virginia 22314

President	Dr. Meredith P. Crawford
Executive Vice President	Dr. William A. McClelland
Executive Officer	Mr. Saul Lavisky
Vice President & Treasurer	Mr. Charles W. Smith

RESEARCH DIVISIONS

HumRRO Eastern Division 300 North Washington Street Alexandria, Virginia 22314	Dr. J. Daniel Lyons Vice President & Director
HumRRO Central Division 400 Plaza Building Pace Blvd. at Fairfield Drive Pensacola, Florida 32505	Dr. Wallace W. Prophet Vice President & Director
Louisville Research Office 1939 Goldsmith Lane Louisville, Kentucky 40218	Mr. William C. Osborn Office Director
Columbus Research Office Suite 23, 2601 Cross Country Drive Columbus, Georgia 31906	Dr. Joseph A. Olmstead Office Director
Pensacola Research Office 400 Plaza Building Pace Blvd. at Fairfield Drive Pensacola, Florida 32505	Dr. Paul W. Caro Office Director
HumRRO Western Division 27857 Berwick Drive Carmel, California 93921	Dr. Howard H. McFann Vice President & Director
El Paso Research Office P.O. Box 6057 Fort Bliss, Texas 79916	Dr. Robert D. Baldwin Office Director